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ABSTRACT

The guide presents 26 lessons for use by fifth grade classroom teachers as they develop and implement legal education programs. Objectives of the program are to foster understanding of and respect for law, help children understand why rules are necessary, and increase knowledge about the American legal system. It is suggested that the lessons be spread throughout the school year. Topics of the lessons include playing fair, the need for rules, conflict, shoplifting, graffiti, development of laws in the United States, law in primitive society, the effect of laws on everyday life, different kinds of law, trial by jury, and juvenile delinquency. For each lesson, information is presented on objectives, strategies, activities, background information, and discussion questions. Students are involved in a variety of activities, including role playing, class discussion, dramatizing situations, analyzing films, writing brief stories, drawing pictures, learning vocabulary, researching topics in groups and individually, and interviewing people in the community to find out about rules and regulations governing various occupations. (DB)

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ED167473

YOU AND THE LAW

(A UNIT OF STUDY)

FIFTH GRADE SOCIAL SCIENCE

WEST CHESTER AREA SCHOOL DISTRICT

WEST CHESTER, PENNSYLVANIA

SO-011552

PREFACE

The activities included in this fifth grade unit on law education were developed by Mrs. Patricia Reese. Mrs. Reese is a fifth grade teacher at the Paoli Pike Elementary School.

During the 1975-76 school year Mrs. Reese attended a state conference on law education. Inspired by what she learned she was granted an Incentive Monies stipend to develop a new unit for her fifth grade students. Her success with this venture led to presentations of her program at the local and state level.

This unit on law education which is now an official part of the social science curriculum is a result of the dedication and hard work of Mrs. Reese.

The children and staff of the West Chester Area School District owe Mrs. Reese a great debt of gratitude for making possible an exciting and rewarding program of study.

Larry Woodruff
Social Science Supervisor
September, 1978

INTRODUCTION

This unit on law education is for use in fifth grade classes. It consists of twenty six lessons and a variety of background and support materials.

Nine of these lessons (identified by an asterisk in the Table of Contents) are the basic program which every child should experience. The other seventeen lessons may be used as time and interest dictate.

The instructional objectives for the nine basic lessons are printed in the Social Science Objectives Continuum and represent the minimum competencies expected of fifth grade students in this area.

It is suggested that the lessons be spread throughout the school year. Several of the initial lessons help students to clarify their feelings about the law and their rights and responsibilities as citizens. A variety of instructional materials and community resource speakers are available to support the lessons.

As you complete your journey through the exciting world of the law you and your students will gain a deeper insight into the meaning of the maxim, the United States is a society governed by laws.

YOU AND THE LAW

(Fifth Grade Social Science Unit)

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* These lessons ccmprise the basic curriculum which every child must study.

Lesson One: Why We Need Rules/Laws

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Give an example of how rules are needed in any kind of group activity.

2. Demonstrate how laws protect rights.

3. Discuss the necessity of trying to control those who would violate the rights of others.

4. State why laws are made, who makes the laws, and where the ideas for new laws originate.

5. Recall two local laws that pertain to them.

Suggested Strategies:

1. Use the film or book, Shiver, Gobble and Snore, by Marie Winn (Simon and Shuster, N.Y., 1971).
   a. Divide the class into these three groups:
      Group 1: You are Snore. You, Shiver, and Gobble have decided you need some laws for your society. In a few minutes you will have a meeting to decide on the laws which will govern your group. Your job is to make a list of laws you will want to protect your rights in this new society.
      Group 2: You are Shiver. You, Snore and Gobble have decided.....society.
      Group 3: You are Gobble. You, Snore and Shiver have decided.....society.
   B. After each group has listed their laws, have each law read aloud. Two of the three groups must agree to each law before it becomes final. Give each group a chance to read a few of their laws, and then vote. Before long, this should get very tiring and complicated and should lead to a good discussion as well as a meaningful lesson(s). This may take more than one class period.

Suggested Strategies (continued)

2. Play a game without using any rules. Use a gimmick. (e.g. a button). After the children attempt to play the game with the button but without rules, discuss any problems that occur. Then make up some rules for a game using the button. (see next sheet)

3. Discussion: (or first get written answers to some of these questions)

   a. Why are rules needed in a game?
   b. What do the rules do for the game?
   c. What is a rule?
   d. What is a law?
   e. What is the difference between a law and a rule?
   f. What would happen if there were no rules at all?
   g. What is a fair rule?
   H. Are there times it might be right to break a rule?
   i. What are some rules you follow at home? at scouts, etc?
   j. Who can make you follow a rule?

Develop a new rule-(a fair rule) pertaining to school.

Help the class develop their own definitions of: authority, law, rule, ordinances, etc.

Discuss: Who makes the laws in the U.S.?

1. national-federal legislative branch of the government-House of Representatives Senate Congress

2. State-legislative branch-Representatives pass laws which apply to all citizens in the state-state laws vary.

3. Cities and counties pass laws for (West Chester-Borough Council) their particular area called ordinances.

The Buckle Game

Objective: To foster respect for law and an understanding of its essential place in the life of every citizen.

Game I- Pass out the buckles to each of the participants. Tell them to play. Watch the individuals as they try to figure out the purpose of the game, to develop their own games or to question what to do. Stop at this point and ask them what's the matter. Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Game II- Solicit rules for Game I from the group, taking as many as you can and list them on the blackboard. Watch the participants as they see that the rules contradict each other and get more difficult to follow. After the rules are written, have them play the game now that they have rules. They will try to follow the rules but reach a frustration point. Then stop and discuss the problem that too many rules cause, and what kind of rules you need to play a game.

Game III- Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Question: Does this bother anyone? Discuss the arbitrary decision on the part of the teacher and how arbitrary rules are unfair, etc.

Game IV- Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so that now you will give them a purpose and definite rule. Tell them to pass the buckle back over their shoulder all the way down the line and that the first team to reach the end wins the game. Start them, but as they reach the middle of the line stop them and tell them that you forgot one rule. Make up another rule and start them again. Repeat this procedure a couple of more times, until they reach a frustration point. Then ask them to discuss what is wrong with these kinds of rules. (You can get into a discussion of ex post facto laws, if you desire.)

Teacher discussion afterwards can also bring out the fact that we too must be aware of the kinds of rules we make the the classroom. That life has to have clear rules,understood by all beforehand, and fair to all involved.

Desired Outcome: Students will recognize the need for good, clear, concise rules in order for the game to run "smoothly".

Lesson Two: Playing Fair

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Give examples of how playing fair can mean different things to different people
2. Demonstrate why people find it hard to be fair all the time.
3. Show how people lose their rights when others don't "play fair".
4. Discuss why even adults sometimes do not play fair.
5. Dramatize how in school,being fair may be shown by:
   A. taking turns
   B. moving in an orderly fashion
   C. playing as part of a team
   D. following the rules.

Suggested Strategies:

Show the film, "Values-Playing Fair". (IMS # MD1-2730)
Discuss What do we mean by "playing fair"?
The film shows students in a classroom setting giving their ideas. The teacher asks, "And what do we say when someone doesn't play fair? "No fair, No fair!!! The teacher then asks the class to see if they can find some "No fairs"'s in this story.
In the film a boy kicks a girl. NO FAIR
A grown-up pushes ahead of a child. NO FAIR
One child lets another "up" in line.NO FAIR

After the film:

1. why do you think we need rules?
2. how are rules decided on?
3. when and how can rules be changed?
4. dramatize a situation that you have experienced that might be similar to those shown in the film.
5. what do these words mean: annoy, prejudice, impartial, referee.
6. how would you handle someone on your team who annoys or seems prejudice toward another player?
7. is it easy to be impartial? or to referee a game?
8. what are some unwritten laws that you follow out on the playground?

9. if you are a member of a special group (like Scouts), are there any special rules you must follow?
10. Do you think adults are unfair sometimes? When?
11. Tell how you can be fair when someone else is unfair to you.

Activity: Is this fair?

Show the class a picture in which there is a conflict situation. Divide the children into two groups. Then give each group a description of what might be happening in the picture. The description for one group should include more "facts" which might slant one's opinion as to what is "fair". An example, "The Chocolate Drop Cookies" follows these directions. One group gets a copy of the story up to the double line. The other group-gets the whole story (which includes the reason why Kevin was not able to help bake the cookies). Ask each group independently to decide what is fair. Don't let them know that the other group's description is different. Bring the groups together and ask what is fair. Their views of the situation in question will probably be quite different. Let them discover what made a difference in the formation of their opinion when they compare the "facts" of the case.

Instructions: Need two different sets of this story, one set gives the story only up to the double line. The other set gives the whole story.

The Chocolate Drop Cookies

All the children on the block loved Ms. Jones. She often let children visit her. She told them stories and played games with them.

Sometimes she would even let them bake wonderful cookies and cakes with her. Kim and her best friend, Kevin, loved to bake with Ms. Jones. Even more they loved good things to eat.

Ms. Jones had only one rule about their baking projects. Only children who helped with the baking and the cleaning up could eat the good things that came out of the oven.

One day when Kim and Kevin were visiting Ms. Jones, Kevin said, "Mm! I would like some cookies!"

Ms. Jones said, "I am sorry, Kevin. I have to leave the house very soon, but tomorrow afternoon I'll be home at 2 o'clock. You and Kim come by then and we'll bake some!"

The next day at 2 o'clock Ms. Jones heard a knock at her door. She opened it, and there stood Kim.

"I am ready to bake!" said Kim.
"Come on in!" said Ms. Jones. "Where is Kevin?"
"I don't know. He'll probably be here soon."

Kim and Ms. Jones began to make the cookies. They decided to make chocolate drop cookies (without nuts).

They worked very hard. They mixed the sugar, flour, eggs, and chocolate. Kim's friend Jane ran by the kitchen window and called, "Kim, come on over and play checkers with me!" "No, thanks. I'd rather help here and have some dee-licious cookies!"

While the cookies were in the oven, Kim and Ms. Jones washed all the dishes and cleaned up the work table. Kim's brother Tommy went by and called, "Kim, come help me fly my new airplane." "No, thanks, I'd rather help here and have some dee-licious cookies!"

At last, Kim and Ms. Jones sat down on the porch swing to wait the last few minutes before the cookies were done. They smelled wonderful.

Just then, Kevin wearing his baseball suit ran up to the porch. "I smell chocolate cookies! Mm... my favorite! Without nuts I hope!"

"Ms. Jones, it's not fair for Kevin to get cookies. We worked on them all afternoon and he didn't help a bit!"

"It is too fair! It was my idea in the first place, and I'm very hungry."

"Do you know the rules about baking cookies, Kevin?" asked Ms. Jones.

"Yes," answered Kevin.

WHAT DO YOU THINK IS FAIR?

---

one set stops here.

"Why didn't you come to help us, Kevin?" asked Ms. Jones. Kevin answered that he had wanted to help, but he had been asked to watch his little sister while his mother took his grandfather to the doctor. It was a last minute emergency.

WHAT DO YOU THINK IS FAIR?

(second set stops here)

Activity: What's Fair? A Role Play, from Social Education, March 1975. Arlene Gallagher "Premises for Law" p. 158.)

Recess is a favorite "subject" at Porter Elementary School. Everyone looks forward to it. One day, Milton, a sixth grader, looks out the window during social studies. He notices that the first graders are outside for their morning recess. "Boy, they sure are lucky to have recess twice a day." Milton says to Joan, who is sitting next to him. "It's really not fair," said Joan. "How come they get recess twice and we only get it once?"

Milton,Joan and several other students decide to complain to the principal.

Role play a discussion between the students and the principal, and then discuss the following:

What was the issue in this case?

What justification did the principal give for the difference in recess time?

Was the explantion reasonable?

This exercise stresses the idea that the quality of justice is dependent on the closeness of its relationship to law. As the concept of justice changes, so too must the law.

Rules in our daily lives are adjusted as our own notions of what is fair or what should be regulated change. Remember when female teachers had to be unmarried? Remember when teachers were not permitted to visit local establishments that served alcoholic beverages? Rules change as society change.

In attempting to clarify statements about the nature and function of law, one is confronted by a number of characteristic features that seem paradoxical. These can be examined in terms of the premises previously stated. To review briefly:

Law reflects social values.

Law is a means to govern human behavior

Law assumes voluntary compliance

Law is a means to justice.

Given these premises the following statements are not paradoxes, but are complementary features of a legal system that balances and protects social interests.

Law is both stable and changing. Law protects individuals from coercion and at the same time it coerces. Law gives us freedom and at the same time it takes away, or at least limits, our freedom. Law is independent of man (we are a government of law and not men) and at the same time it is dependent on man for legislation, enforcement, and adjudication. Law reflects or mirrors society, but at the same time it affects and changes society.

Lesson Three: What Liberty and Justice Mean

Instructional Objectives:

Upon completetion of this lesson students will be able to:

1. Link the idea of liberty with justice. Without justice, liberty is lost. They will give an example of this.

2. Show how one type of liberty is protected by its own kind of justice.

Suggested Strategies:

1. In a group, you share liberty by making fair rules. If you let someone break the rules, the others get angry and "the game or activity" comes to a stop. Then everyone's liberty is lost. (Dramatize a situation similar to this.)

2. View the film 1-2853 "What Liberty and Justice Means" (10 min.). Although geared for younger children, it will stimulate discussion. (Chester County IMS)

3. Write ideas or draw pictures on this theme: What happens when each person wants his/her own way.

4. Create a situation similar to the one in the film. (The game can't start because one team cannot decide on their batting order.) How can this situation be resolved?

5. In the film, a situation was resolved by voting. In the U.S. people must be 18 to vote. Have you ever voted on anything? What does voting prevent? allow?

6. Terms to know: liberty -being free to choose
   justice- being fair

7. Discuss what would happen if you did not have any laws against stealing, fighting or killing in your country.

8. Suppose you wanted to play a game at recess. You want to make sure that you have a fair chance to play and that the best players don't take over the game and keep you out. What could you do to help make this possible?

Lesson Four: Finders Keepers

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Distinguish between their own and another's property.
2. Discuss a situation from different viewpoints--presenting an argument pro and con.
3. State their ideas on the value of different sums of money and give reasons for their answers.
4. Give an example of how acceptable behavior is reinforced.
5. Relate what they would do if they found a large sum of money or were given extra change for a purchase.

Suggested Strategies:

1. Show the film: "Finders Keepers". Stop the film at the three critical points. Discuss each part as a group or have each student write his thoughts about each part before the group discusses it.
   Try not to make value judgments on what the children say. Get reasons for their responses. Encourage them to question the responses of others in their class.
   (CHESTER COUNTY IMS #MPi-4052)
2. Answer these questions:
   1. what should Kenny do with the $50 he found
   2. who's advice should he listen to?
   3. why did Kenny show the money to his mother?
   4. what did his mother do to help Kenny?
   5. what might have been in the ad that Kenny's mother put in the paper?
   6. how did Mr. Manor show his appreciation for getting his $50. back?
   7. Is $50. a lot of money?
   8. should Kenny have accepted the reward?
   9. what should Kenny do now that the ice cream man gave him 10¢ extra in change
3. Dramatize parts of this story. Then discuss Kenny's feelings or innermost thoughts.
4. Make up an ad to put in the lost and found section of the newspaper. How much information did Kenny's mother put in the paper? How was Kenny's mother sure that the man who answered the ad was the man who lost the money?

Lesson Five: The Right Thing To Do

Instructional Objectives: Upon completion of this lesson students will be able to

1. Demonstrate how decisions about right and wrong are made every day.

2. Explain how we sometimes do not have to make decisions, if we follow accepted rules.

3. Show how decisions reflect our own belief or conscience.

4. Explain how some decisions affect the lives of others.

5. Express why we should respect another person's right to be different, even if we do not understand the behavior of the person who is "different".

Suggested Strategies:

1. Use the film 1-3940 Values: The Right Thing to Do. (see film bibliography)
   Terry and his friend often pass the backyard of an old recluse. He collects things other people throw away. One day the boys decide to take the wheels off a broken baby buggy and Mr. Carson chases them away. Mr. Carson loosens a stack of lumber which avalanches on top of him. The other boys run in panic, but Terry stays. Mr. Carson asks for help. He says there is a telephone in the kitchen. What will Terry do?

2. Discuss :
   1. how the accident occurred.
   2. who is responsible
   3. why did the boys run away?
   4. what will Terry do?
   5. what should Terry do?
   6. what would you do in a similar situation?
   7. how can we tell right from wrong?

3. Dramatize all or part of the film.

4. If the film is not available develop a skit with a similar theme.

Lesson Six: Should I Tell??? (Shoplifting)

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Point out unacceptable behavior and give reasons as to why it is unacceptable.

2. Explain who's rights are being violated when someone uses unacceptable behavior.

3. Develop some flexible standards to use when dealing with a troublesome problem.

Suggested Strategies:

The film, "Only Benjy Knows-Should He Tell?" is a short but excellent way to open this lesson. Benjy inadvertently discovers children shoplifting. Should he tell? The film is open-ended. As the class discusses and/or dramatizes the film, these points should be brought up: (CHESTER COUNTY #MPi-4509)

1. should he tell?
2. what will happen if he does? if he doesn't?
3. what are the boys shoplifting ? why are the boys shoplifting
4. is shoplifting a crime? is this shoplifting? define shoplifting.
5. who owns with merchandise
6. is this behaviour criminal? delinquent?
7. if caught, what punishment may be involved?
8. if you were in a similar situation, how would you handle it?
9. does shoplifting affect the store? other customers? HOW?
10. how do you feel about shoplifters?

Children who know merchants may want to interview them about the problems they have with shoplifters. Or a merchant may have time to come to class to discuss this topic. Or you may be near a store and you can take the children to the store for an on-the-spot interview.

Also, "You and the Law" Booklet p. 7-8 "Who's Chicken?" (shoplifting)
Pamphlet: Busted: 6 Teenagers Tell How Shoplifting Changed Their Lives (published by S.T.E.M., Inc.,)
Shoplifters Take Everybody's Money.

CAUGHT IN THE ACT

Two boys, both about 12, were in a comic book store. For a while the boys browsed through the racks. Then one boy began talking to the store owner. The other boy, thinking the owner was occupied, stuffed comic books into his school bag.

The owner knew what was happening. "It's an old trick," he said. They were setting me up." He waited until the boys thought they were safe. Then he made them empty the bag.

The boys were shoplifting. Their names are now on record with the police. If they get caught again, they could go to jail.

Shoplifting by young people is becoming more common. Stores are fighting back. So are the police. Shoplifting is stealing and it's a crime.

"I want to stop kids from shoplifting before they steal bigger thing," says a policeman.

Lesson Seven: Graffiti

Background:

1. Regardless of what legal rights an American citizen may think he is entitled to, whether he received relief (justice according to his desires) ultimately depends on the courts, and their interpretation of the law in each case.

2. Along with rights, Americans also have legal responsibilities. While all citizens are guaranteed certain rights,with each goes a corresponding responsibility. For example, we are guaranteed the right of freedom of assembly and freedom of speech.Yet, we must not tell lies, especially if doing so would endanger other people. One cannot, under law, yell "fire" in a crowded theatre, if one knows there is no fire.

3. Under American law, an individual is free to do what he wishes, so long as this does not unduly interfere with the rights of other individuals to do as they wish.

4. Citizens have the right to enter Civil Suits which ask the court to grant them relief for something which they claim has done them an injury. The injury could be financial, personal, or physical. It might for example, be a claim that one's reputation has been damaged by an untruthful statement; or it might be that one's sense of morality and propriety have been offended by a book or film. In these cases, courts have to weigh freedoms aganist responsibility-the rights of individuals against the needs of the society for order and decency. A person who wins a Civil Suit may be awarded damages. (money)

Instructional Objective:

Upon completion of this lesson students will be able to:

1. Explain the responsibilities of individuals towards the property of others.

Strategies:

Before reading and discussing the problem, prepare a large sheet of paper for mounting on the classroom wall of over the blackboard; for example, a 4 foot by 20 foot sheet of wrapping paper. Tape it up in advance of the class session. When the students arrive, announce: "Today we are going to write on the wall."

Give everyone a chance to write or draw whatever he wants to.

Read the situation problem. (see below) Then discuss the following questions.

What do you think happened when the drawings were discovered by the kids' mother? their father?

What kinds of things would make a difference in the way in which their parents reacted?

Who owns the house you live in?

How do people act if they own the house in which they live?

How do people act if someone else owns the house?

Why is there a difference?

Should there be a difference?

What are the responsiblities that go with owning something? Examples: a bike? a car? a house? a building?

How do you think the law protects owners?

How do you think the law protects users?

How can the law fail to protect owners?

How can the law fail to protect users?

What laws would you make to protect owners? Why?

What laws would you make to protect users? Why?

Materials:

1. Large sheet of wrapping paper

2. Crayons of magic markers.

The Problem Situation:

Karen and Mike were sister and brother. They lived in a tenement house on First Street. They were coloring in their coloring books when Mike thought it would be fun to draw on the walls. They were only little kids, so the pictures were not very good. That didn't matter, because they were having so much fun.

Activities:

Have the children count the number of homes and buildings where people have written something or broken windows that they see on the way to and from school; then have them discuss the impact of these acts on their community.

Lesson Eight: There Ought to Be a Law

Instructional Objective: Upon the completion of this lesson the students will be able to:

1. explain the reason for certain laws and their usefulness.

Suggested Strategies:

1. Write the phrase "There ought to be a law..." on the chalkboard and then ask the students to complete the sentence by volunteering ideas about their own particular concerns. For example, there ought to be a law....

2. The teacher should then select several of the suggested subjects for new legislation and divide the class into groups assigned to draft the proposed laws. Make sure that the student who proposed a particular law is one of those in the group assigned to write it. Give them 15-30 minutes to do this.

   NOTE: Urge the students to be as precise as possible in the language they use in writing the laws. The wording should clearly define the law's rule (purpose, scope, limits) as well as its enforcement apparatus, so that ambiguities and interpretation problems can be minimized. They will probably find it difficult to frame a law that is both general in nature yet not open to a wide variety of interpretations.

3. Conclude the lesson by having each group read its drafted law to the class, and then discuss strengths and weaknesses of the law as written.

   In looking at the proposed law, have the students recognize possible conflicts with existing State or Federal law, infringements on the rights of others, and legislation already dealing with parts of the proposal. This particular aspect can lead to an interesting discussion as well as some research into the above conflict areas. Many times people are not aware that there are particular laws already on the books and it is just a question of possible lack of enforcement.

There Ought to Be a Law

What would happen if we had no laws? Would cars collide? Would litter fill the streets? Would hundreds of banks be robbed every day?

On this page is an artist's view of some things that could happen in a town with no laws. In this imaginary place, people can do whatever they like. No police force stops them. Police aren't needed to enforce laws that don't exist!

As you can tell from the drawing, this town would probably be a dangerous place to live. Laws are needed to make sure that people live peacefully with one another, and that they don't treat others unfairly.

Suppose you were in charge of making up some laws for this town. Most local laws are intended to protect the health, safety, and property of people.

What things in the drawing show that health laws are needed? Make up a brief health law for this town. Write your law on the lines below.

_____

_____

Find places in the drawing where the safety of citizens is threatened. Write a law that would protect them.

_____

_____

Now make up a law that would protect property in this town. Look for things that show property being ruined — or stolen.

_____

_____

Compare laws you and your classmates have written. How will they make life better in this town?

Lesson Nine: How Did Our Laws Develop?

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. explain why law came into being.

2. identify several written codes of laws from past societies.

3. know that the United States Constitution sets forth our basic laws.

Suggested Strategies:

1. Examples:
   Code of Hammurabi
   Law of Moses
   Law of Ancient Greeks
   Law of Ancient Romans-Justinian Code
   English Common Law (Magna Carta 1215)
   Law In Colonial America
   Law in U.S. today
      1. Constitution
         a. Federal
         b. State
      2. Bill of Rights

Activity :

Create a dramatic skit based on one of the events on the cartoon page- (see attached sheet)

LAW IN THE MAKING

How did our laws develop? When people first started to live in groups, they began to make rules or laws. At first, laws were unwritten. Later, some laws were written down.

One of the first written codes of law was developed by Hammurabi, king of Babylon. It was carved on a stone slab in the 1700's B.C. Laws dealt with crimes against people, property damage, slavery, commerce, and the family. One part of family law had to do with setting the price for a bride.

The ancient Greeks introduced the idea that laws can be changed. Before that time, people believed that laws came from gods and could not be changed, even when they were unjust. The Greeks also had juries.

People first began practicing law as a profession in ancient Rome. All Roman laws were brought together in one system by the emperor Justinian. Later, European law used many ideas from Roman law.

King John signed the Magna Carta in a meadow in England in 1215. The document limited royal power, and granted rights to English barons. It later became part of the basic law of England.

English common law—based on what judges had decided—developed over hundreds of years. The common law often changed. Before the 1300's, a person accused of wrongdoing had to plunge his arm in boiling water. If the arm healed soon, that proved he was innocent. Trial by jury soon replaced this method. Most law in the U.S. is based on English common law.

The basic U.S. law is set forth in the Constitution. It defines the powers of the government, and establishes the rights of citizens. Courts decide whether laws follow the Constitution.

Lesson Ten: Law in Primitive Societies to the Law in Today's Society

Instructional Objectives:

Upon the completion of this lesson students will be able to:

1. Demonstrate an understanding of various reasons for different types of laws.

2. Demonstrate an awareness of how acceptable behavior may be different in various groups.

3. Predict what would happen if no laws existed.

4. Indicate an understanding of due process as it exists in our society today. (either in a civil or criminal case.)

Suggested Strategies:

A. Discuss

1. In early societies, people were told (often by priests, etc.) that certain objects or places were especially sacred or unclean and harmful. These objects were considered taboo. Their gods supposedly punished them if they violated any of the taboos.

2. Trial by combat--trial by battle or wager of battle-Middle Ages--People believed God would help the righteous person win. The accused fought the accuser.

3. Trial by ordeal--Middle Ages-- A person was subjected to various forms of physical torture. If he emerged uninjured, he was judged innocent.

   Dramatize or draw pictures to the story of "The Judgment of the Hot Knife". Man is accused of stealing a pig. Says he is innocent. Use hot knife to prove his innocence.

4. An eye for an eye...

5. Feuds--bitter quarrel between families or groups. The Hatfield/McCoy feud in Kentucky went on for nearly 50 years. (no strong central control or authority). Feuds resemble a custom in primitive societies called "Blood vengeance".
   If a man was injured or killed, his nearest relative considered it his duty to take vengeance on the murderer or injurer. And this continued on both sides.

6, These methods of handling injuries come from customs, traditions, superstitions and beliefs. Each society had its own punishments.

B, Do research on; Taboo, Trial by combat, Trial by ordeal, a Feud

C. Role play a situation involving one of the above.

D, Write stories using one of the above. Illustrate the story.

(Blindfold the accused and have him walk through a maze of cardboard boxes. Hold a stick in front of two people who are feuding. Let the stick fall. If it points to one of the people, he is the guilty party.)

E. Discuss "How would the case of the man who was accused of stealing the pig be handled today?" Dramatize it.

F, Write a story about life without laws. (If you were stranded on a desert island or in an uninhabited place, how would grievances be handled?)

G, What is due process? Have a small group look up and interpret the 14th amendment, explaining due process and equal protection under the law.

H, Have other groups research other amendments and also explain; "double jeopardy", public trial, notice of the charge, right to see your accusers and have witnesses, trial by jury, speedy trial, right to counsel.

I. Conduct a mock arrest, booking and trial

J. Discuss--What is fair punishment?

Activities;

see "Film Bibliography,"
"Bill of Rights In Action: Story of a Trial"
"The Great Rights"
"Neighbors"
(preview first)

see attached sheets "Law and Policies in East Africa" from the New York Times article by Anthony Lewis, January 3, 1970.

A young man in a remote village, uneducated in the Western sense, is charged with murdering a relative, an old woman. He admits killing her but says he did so in self defense: she was a witch, sworn to kill him by incantation.

The story told by the young man is that one of his children came down with an unknown illness, weakened mysteriously, and died. By tribal custom the old woman, his relative, should have prepared the funeral rites, but she did not do so. When he asked her why, she said she had cast a spell on the child and would kill all of his family.

Then another child sickened and died. The man confronted the old woman and demanded she stop. She laughed, looked hard at him, and said she would see that he died before sundown that day. He went away, found an axe, crept into the old woman's hut, and killed her. Then he turned himself in to the head man.

The young man was convicted and sentenced to death.

On appeal, three judges of the High Court differed.

The Three Opinions

The first judge said he would not question the sincerity of the accused: doubtless he really did believe in witchcraft, and thought he would die unless he killed the old woman first. But a belief in imminent physical danger could be accepted as a defense to murder only if it was reasonable. The law of this new African republic was still based on the common law of England, and that meant the test was what a reasonable man on Piccadilly would believe. No reasonable Englishman believed in witchcraft. The conviction should be affirmed.

The second judge said the first was practicing neo-colonialism: a new African state could not be bound in its law by what the mythical reasonable man on Piccadilly believed. Clearly this defendent's belief was reasonable in his culture. Conviction should be reversed.

The third said both his judicial colleagues were wrong in their approach. English rules should not be rigidly applied, but it would be just as bad for the new state to accept primitive beliefs as a standard. The court should take a pragmatic approach and decide the case in the way most helpful to the country. That was to uphold the conviction but reduce the sentence to a moderate prison term, thus teaching that belief in witchcraft was not a good defense but allowing time for that principle to become understood.

Lesson Eleven: How Laws are Made in the United States

Instructional Objectives:

Upon the completion of this lesson students will be able to:

1. recognize that elected representatives make laws.
2. recognize that the execute (president, governor, mayor) directs the carrying out of laws.
3. recognize that the Courts resolve disputes about the law.

Suggested Strategies:

1. A variety of materials exist which show the checks and balances in our governmental structures.

Lesson Twelve: How Law Affects Our Everyday Lives

Instructional Objectives:

1. To help students get an idea of the pervasiveness of law, the way law affects everything we do.

2. In addition to an insight on the many ways law touches our lives , students should see the positive nature of law. That is, that most laws are not punitive, rather they are protective.

Suggested Strategy: Mindwalk

1. Distribute copies of the story without capitals to each student. Read they story aloud.

2. Ask students to re-read the story, this time underlining each instance in which law in involved in the story. (Note: For purposes of illustration, such instances are capitalized.)

3. Cite the folloiwng example: "Sally Harris" should be underlined. Your name is your identity in society. It is given to you at birth and recorded on a birth certificate, a legal document. It determines, to a large extent, all of you legal rights and responsibilities."

4. Discuss each of the situations identified by the students, using them as springboards to illustrate how much law impacts upon the daily lives of students. Examples include:

address (zoning, taxes, schools, local ordinances, etc.)
family (name, inheritance, marriage, divorce, etc.)
dog (type and treatment of pet, innoculations, leash laws, potential liability, etc.)

Supplementary Activity:

1. When students have completed the lesson, ask them to make a collage illustrating the various ways law affects their lives. Display the collage in a prominent place in the clasroom.

2. Have students write their own story and illustrate it on posterboard.

3. Newstime -(concerns how consumer laws, postal laws, and labor laws affect us, etc.)

4. Also in Newstime sheet - "Writing a law."

5. Find out more about your local laws. Go to a council meeting or township meeting.

A DAY IN THE LIFE OF SALLY HARRIS

Sally Harris is thirteen years old. She lives at 2893 Sycamore Street, Sweet Gum, Ohio with her family, a mother and father, a brother, and a dog. Today was a school day, so Sally got up when her mother called her at 7:00 A.M. She washed her face with Dial soap, brushed her teeth with Crest toothpaste, and then got dressed for school.

Soon Sally came to the kitchen. She turned on the radio and sat down to eat a breakfast of orange juice, a bowl of Cheerios, toast and a quart of milk. When she finished eating, Sally attached a leash to her dog's collar and took the dog for a walk around the block.

Returning to her house, Sally heard the sound of the school bus. She grabbed her books and ran to meet the bus which had stopped in front of her house, its red lights flashing. Sally boarded the bus and greeted the bus driver with a friendly smile. Another day of school was about to begin.

(Need a copy for each student)

" A DAY IN THE LIFE OF SALLY HARRIS"

SALLY HARRIS is THIRTEEN YEARS OLD. She lives at 2893 SYCAMORE STREET, SWEET GUM, OHIO with her FAMILY, A MOTHER and FATHER, a BROTHER, and a DOG. Today was a SCHOOL DAY, so Sally got up when her mother called her at 7:00 A.M. She washed her face with DIAL SOAP, brushed her TEETH with CREST TOOTHPASTE, and then got DRESSED FOR SCHOOL.

Soon Sally came to the kitchen. She turned on the RADIO and sat down to eat a breakfast of ORANGE JUICE, a BOWL OF CHEERIOS, TOAST, and a QUART OF MILK. When she finished eating, Sally attached a LEASH to her dog's COLLAR and took the dog for a walk around the BLOCK.

Returning to her HOUSE, Sally heard the sound of the SCHOOL BUS. She grabbed her BOOKS and ran to meet the bus which had stopped in front of her house, its RED LIGHTS FLASHING. Sally boarded the bus and greeted the BUS DRIVER with a friendly smile. Another day of school was about to begin.

(Capitalized words reflect instance in which law is involved in the story)

THE LAW IN YOUR LIFE

Remember the last time you heard someone say, "There's no law against it"?

There may have been a law, after all. There are laws about things we buy, foods we eat, TV programs we watch, and even laws about the air we breather.

Law play a big part in our lives. Finding out about the laws in your life can help you make these laws work better.

Clues to some familiar laws are shown on the cover. Signs that say, "one way" and "don't walk bring to mind laws for drivers and pedestrians. The bicycle may have a license tag. Are bike licenses required by law where you live?

You can probably find many such signs of the law in your neighbrohood. Other kinds of laws, however, may be harder to notice. They affect our lives in important ways. Some examples are shown in the photos on these pages.

One kind of law protects consumers. The girl shopping for clothing in the photo on page 3 is helped by consumer laws. Material used in making the clothing must be identified on a label. Clothing that burns easily can't be sold.

Another consumer law requires truthful labeling of foods and drugs. Because of this law, you can be sure that the ingredients listed on food packages are really the ingredients which are inside. The purity of foods is protected by law, too.

You or your classmates may want to earn some money. Laws strictly limit the kind of work you may do. These laws vary from state to state. Delivering newspaper, shown on page 3, is one of few jobs that girls and boys under the age of 16 are allowed to hold. To find out about work laws in your state, write to your state's department of labor.

The next time you mail a letter, like the boy in the photo on this page, remember that postal laws also play a part in our lives. A recent law, for example, made it possible for first-class postage costs to increase.

As the UlS. has grown, more and more laws have been passed. In the 1800's, there were no laws for motor vehicles. Now each state has thousands of uch laws.

How can anyone keep up with all the changes in the law? One way is to study the law, and learn how laws work. Interest in law as a profession has grown in recent years. The number of students in law schools has doubled since 1965.

Younger students are learning about law, too. More than 400 U.S. elementary and high schools have begun teaching students about law.

Sixth graders in Houston, TX, recently acted out a courtroom trial in their classroom. It was the last part of a six-week project intended to help students learn more about laws. By the end of this year, about 30,000 students in Houston schools will have studied law.

Sixth graders in Lakewood, CO, weren't satisfied with studying laws They decided to work on a law themselves. It would control pollution in the river behind their school.

After months of work with state officials, students watched Colorado's governor sign the bill they wrote into law. "It proved we could do something important," one student said.

Could you, your friends, or your neighbors help to get a new law passed? It's possible. Ideas from individuals, or groups of people, have led to many new laws.

Until the 1960's, there were few laws against pollution. As pollution

of air, land, and water grew worse, groups of people demanded laws to control it. Now federal, state and local governments have passed many such laws.

How much do you know about the laws in your city or town? Can you think of a new law that might be needed? Go to a local council meeting. Talk with your town's officials, and let them know about your idea.

Lesson Thirteen: No Vehicles in the Park

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. demonstrate an understanding of the job of the Judge in interpreting law written by the legislature.
2. derive the definition of "vehicles" dealing with the intent of the law and the letter of the law.

Background:

A. Under American law, an individual is free to do what he wishes, so long as this does not unduly interfere with the rights of other individuals to do as they wish.

B. Where legal rights appear to be in conflict, a special decision is needed to try and resolve that conflict. Such decisions often set precedents.

Suggested Strategies:

1. Announce to the class that every pupil in the room is a judge .
2. Read the paragraph about "Beautifica's No Vehicles in the Park" ordinance.
3. Present each of the cases (1-8) and call on different "judges" to determine if there's been a violation of the statute. Each "judge" will have to make a determination based on the facts presented. Each judge should be identified as "Judge Harris or Judge Larson, etc. in order to emphasize their roles.
4. After the judges have given their opinions on each case, your class will probably be asking questions about what the statute means and how a vehicle is defined.

   Conduct a discussion, using the following questions:
   A. What is the purpose of a park and how does this statute protect that purpose?
   B. Is the purpose of the park related to the purpose of the statute?
   C. Why would a community want a law about vehicles in the park?
   D. If you were legislators rather than adjudicators, would you want to change this statute?

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city. The city council wished to preserve some elements of nature, undisturbed by city noise, traffic, pollution, and crowding. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park the following sign has been posted:

NO VEHICHLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the attached cases keeping in mind the letter of the law as well as the intent of the law.

1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.

2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.

3. Two police cars are chasing a suspected bank robber. If one cuts through the park, he can get in front of the suspect car and trap him between the patrol cars.

4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.

5. Some of the children who visit the park want to ride their bicycles there.

6. Mrs. Thomas wants to take her baby to the park in his baby buggy.

7. A monument to the town's citizens who died in Vietnam War is being constructed. A tank, donated by the government, is to be placed beside the monument.

8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

NOTE: In resolving these cases, students might consider what the law means, and how a vehicle is defined.

NOTE: VIOLATION OF THE STATUTE:
Minimum fine of $5
Maximum fine of $50

LESSON FOURTEEN: Kinds of Law; Public and Private Sources of Law

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Discriminate between public and private laws
2. Relate two sources for our laws today
3. Define precendent and overrule.

Suggested Strategies:

1. Discuss the differences between public and private law. Or start off with two stories--see if the children can see any difference in the laws that are involved. (e.g. one story about a shoplifter, another about a customer who has an accident in a store.)

   Public law is the body of rules in which government is directly involved. The most familiar part of the public law is criminal law, which is the body of rules we are commanded to obey.

   Constitutional law is also part of public law. It deals with problems that have arisen about various clauses in the U.S. constitution.

   Private law, or civil law, includes the rules that regulate the relationship between people, e.g., contracts, personal injuries, and real estate. Cases in civil courts are called lawsuits.

2. Continue discussion--Where do we find the rules which are enforced by our government?
   a. Federal and State Constitutions--Define and limit the power of the government. Provide for the establishment and operation of courts to handle both criminal and civil matters.
   b. Statutes--Rules made by legislators (Senators, Representatives) Congress and state legislatures. State statutes, federal statutes and ordinances. Pa. Crime Code, U.S. Criminal Code USC.
   c. Common Law (see lesson on the History of Law) Courts decide on rules that are considered just and that agree with the customs and opinions of the community. The other courts enforce the decision made by the first court with a singular case. The case that is the first to set down a rule to govern similar situations is called a PRECEDENT.

d. When a court rejects a precedent (e.g. it is ruled that the earlier opinion is no longer a reflection of what the beliefs of the community are) it OVERRULES the earlier judgment.

e. Administrative Rulings; Bureaus of the Government such as,local board of health, regulates standards of cleanliness in restaurants and purity of drinking water.

f. Court Decisions "Case Law" or precedents.

H. Decrees--In countries where the government has absolute power, the laws are made without the consent of the people. A dictator can announce a new law by decree.

3. Give examples of each source of law. Make-up a decision to a case. Have another court over rule it. Think of the 1920's and prohibition. Society changes so the laws change.
Cite several cases, see if the children can come to a decision similar to the "real" decision.

4. Discuss the following laws of the 17th. Century regarding children:
Laws About Young People(1630's)

If a child of 16 or older is rebellious and stubborn and lives in evil ways and will not obey his parents, his father and mother may bring him to court and testify to this; such a son shall be put to death.

Any person over 14 who tells lies which hurt the public shall be fined. If he cannot pay he will be put in the stocks for up to 3 hours. If he lies again, the fine will be increased or he will be whipped on his naked body up to 20 stripes.

The town government shall take any child who is delinquent and bad and lives without working and put him in a house of correction.

No person under 21 years of age shall take any tobacco unless he has a doctor's certificate that it is helpful to him or has a license from the court.

Lesson Fifteen: Laws Result from Conflict

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. provide the pupils with the opportunity to recognize the need for clear concise rules which serve as their reference for social behavior.

Background:

A. Where legal rights appear to be in conflict, a special decision is needed to try and resolve that conflict. Such decisions often set precedents.

B. Citizens have the right to enter Civil Suits which ask the court to grant them relief for something which they claim has done them an injury. The injury could be financial, personal,. or physical. It might for example, be a claim that one's reputation has been damaged by an untruthful statement; or it might be that one's sense of morality and propriety have been offended by a book or film. In these cases, courts have to weigh freedoms against responsibility-the rights of individuals against the needs of the society for order and decency. A person who wins a Civil Suit may be awarded damages (money).

Suggested Strategies:

1. Individuals will act out several conflicts. (one child steals from another, a child hits another, telling lies, disturbing others, disrupts the classroom).

2. Have the class discuss the conflicts and how to eliminate them by making and enforcing laws.

3. The teacher will make a list of laws that the class decides on for the classroom. (see "A Children's Congress)

4. This list should be on display so that the laws can be enforced and/or changed when necessary.

Lesson Sixteen: A Children's Congress

Instructional Objectives:

Upon the completion of this lesson students will be able to:

1. Demonstrate a knowledge of the ways laws are made and changed.
2. Use voting and majority rule as a means of decision making.
3. Develop a set of rules/laws for governing personal behavior at school and in general.

Suggested Strategies:

1. Plan a Congress to develop a constitution or set of laws to govern their class (grade level, school)
2. Each class nominates-then elects representatives and senators.
3. These representatives (with input from their constituents) develop laws.
4. The laws follow the same procedure used by the U.S. Congress.
5. The teacher may act as president with veto power.
6. As the laws are passed, publicize this to the whole class. Keep records of the voting, etc.
7. Have a formal reading and signing of this "Constitution" after ratifications.

(Luncheon meetings can be scheduled for groups to conduct their business.)

If the above is too involved have the class as a whole develop a constitution.

Also a CHILDREN'S BILL OF RIGHTS can be fashioned in a similar manner.

Name Date

RIGHTS GUARANTEED UNDER THE BILL OF RIGHTS

1. Right to freedom of religion
2. Right to freedom of speech
3. Right of freedom of the press
4. Right to peaceably attend mettings
5. Right to petition the government
6. Right of the people to keep and bear arms
7. Right to fair treatment when accused of a crime.
8. Right to privacy.
9. Right of an accused person to go free on bail while waiting to be tried.
10. Right to a speedy, public trial by a fair jury.
11. Right of freedom from cruel and unusual punishment when found guilty of a crime.
12. Right to enjoy other rights not ascribed in the Constitution.

A CHILDREN'S BILL OF RIGHTS

Do we need a special children's Bill of Rights? What would you proposed?

SAMPLE: The right to choose one's own friends.

Activity:

Introduction:

Select two students, one physically stronger than the other. Arrange with them in advance that each will claim to own a certain ....(book, game shirt, etc.)
Announce to the class that the two students will resolve the conflict by taking part in an arm-wrestling contest.
Afterwards, have your class suggest other ways to resolve the dispute. They may suggest that an independent third party should decide, or that both sides should have a chance to state their cases. Relate their suggestions to procedures for setting disputes peaceably in a courtroom.

YOU BE THE JUDGE

How do you settle an argument?

At one time, people fought duels with pistols. Knights jousted on horseback.

Today, many serious arguments that can't be worked out are settled in court. A "third party" - a judge or a jury-listens to both sides, and decides the outcome.

Courts deal with two inds of cases - civil and criminal. In a criminal case, a person is accused of breaking a law. Civil cases usually involve problems between two people, two groups of people.

In a civil case, people who believe thay have been wronged bring suit - make a complaint in court. To win a case, they must have a lot of evidence to show that there has been some injury to themselves, or their families, their property, or their business.

On these pa gs you can read about three make-believe civil cases. They are like may of those that come to court. For each one, decide how you would rule if you were the judge.

Long Playing, No Paying

Jason Greene, 18 years old, ordered 10 record albums from a company in Michigan. The cost of the records was $25. Although Jason had the records for three months, he did not pay for them.

The company sent Jason several letters asking for payment. Now the company has taken him to court.

The judge listen first to the arguments from the plaintiff's lawyer. "My clients want the money they're entitled to," he insists.

The Jason's side presents its case. Jason is called as a witness. "It's true that I got the records three months ago," he admits. "They're good records, and I intended to pay for them."

"Tell the court what happened," his lawyer says.

"I hoped to pay for the records with money from my part-time job at a goas station," Jason says. "But my mother got sick and I had to quit my job to take care of my younger sister. If I had a little more time, I know I could raise the money. Beside," he adds, "I didn't know there was any hurry about paying."

"I'd like to cross-examine the witness," the company's lawyer calls out. "Do you recognize this coupon, Mr. Greene?"

"Yes," Jason replies. "I filled it out when I ordered the records."

"I'd like to enter this coupon in evidence," says the lawyer. "It state clearly that the person ordering records agrees to pay for them within 30 days after receiving them."

If you were the judge, what you decision be? Would you rule for the PLAINTIFF, or for the DEFENDANT? (Circle one.) If you would rule for the plaintiff, what should the defendant pay?

Mishap on the Steps

Molly Campbell left her apartment building to take pictures with her new camera. The pictures would be used in her town's weekly newspaper. As she hurried down down the front steps, she tripped on a roller skate that had been left there. Molly's ankle was broken. He new camera was smashed. Now Molly is in court. She has sued the family of Angela Harris, age 8. Angela had left her skate on the steps. Molly's lawyer is asking the court for $450 in damages -$150 to replace the camera, $100 to pay for X rays and doctor's bills, and $200 for the money Molly would have earned if she had not been forced to stop working.

Molly's lawyer calls Dr. Richard Brody as a witness. Dr. Brody testifies that he put a cast on Molly's ankle and told her it would take at least six weeks to heal.

The editor of the weekly newspaper testifies that he pays Molly $25 for each of her picture that the newspapers prints.

The lawyer for the Harris family now presents the defendants' case. He calls Mrs. Harris as a witness.

"People should watch where they're going," she says. "Miss Campbell is always rushing somewhere. If she had been careful, she would never have tripped.

"Why should we have to pay so much money for one little mistake?" Mrs. Harris asked. "Angela promises never to do it again."

Would you rule for the PLAINTIFF or for the DEFENDANTS? If you would rule for the plaintiff, what damages should the defendants have to pay?

Shortcut to Court

Matthew Bailey is on the stand. He is the plaintiff in this case. He is suing the parents of Todd Stevens, Mark Mason, and Amy Prentice.

For two month, Mr. Bailey claims, he has asked Todd, Mark, and Amy to stay away from the pond in his backyard. The ignore the "no trespassing" signs, he says. They throw stones in the pond and trample the grass, Mr. Bailey complains. He wants the court to order Todd, Mark, and Amy to stay off his property.

Now it's the defendant't turn. Mark Mason testifies. "Tell the court why you and your friends were on Mr. Bailey's property," his lawyer says.

It's the only shortcut from school," says Mark. Otherwise we'd have to walk a half mile extra. Anyway, we weren't doing any harm. Mr. Bailey is an old grouch," he mutters.

The judge interrupts: "Speak louder, please, so the court reporter can hear you."

Were you throwing stones in the pond?" the lawyer asks.

No, we were throwing bread," Mark replies. "There's a family of ducks in the pond. We heard Mr. Bailey never feeds them."

"Objection!" calls Mr. Bailey's lawyer.

"The court cannot admit hearsay evidence," the judge tells Mark.

How would you rule in this case - for the PLAINTIFF or the DEFENDANTS? Give the details of your decision.

LANGUAGE OF THE LAW

Lawyers speak a language of their own. Some of the words they use are included in the stories on these pages. You may never be a plaintiff or a defendant, but here are some words you should know.

Client - one who hires a lawyer
Court Reporter - person who makes a written record of the case
Cross-Examine - questioning of a witness by a lawyer for the other side
Damages - money the plaintiff sues to collect
Defendant - person who is being sued
Evidence - facts or objects presented in court
Judgment - decision of the court about who has won
Plaintiff - person who brings suit
Testimony - statements made under oath in court
Witness - person giving testimony

VOTING STRATEGY ON FREE SPEECH

1. Everyone has the right to say whatever they want to at any time.
2. Your worst enemy has the right to describe your faults to a group of your friends.
3. Your best friend can criticize what you do.
4. Your parents should allow you to speak freely and question their rules.
5. You should tell the police if you see your best friend shoplifting from a store.
6. It's all right to yell "fire" in a crowded theater as a practical joke.
7. Anyone can protest when they are unhappy with the rules around them.
8. Anyone can protest by hijacking a plane.
9. You should be free to say things that might put other people in danger or your country in danger.

Strongly agree	-wave raised hand
Agree	-raise hand
Not sure	-cross hands
Disagree	-thumb down
Strongly disagree	-waving thumb down

Poll your class. Come back afterwards to question the children who are on the two extremes and interview them for their reasoning.

Simon, Sidney. Howe, Leland and Kirschenbaum, Howard. Values Clarification. New York: Hart Pub. Co., Inc., 1972, p. 38-57, (Strategy 3, Values Voting.)

Lesson Seventeen: Who Does the Law Blame If....

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Analyze problems dealing with respect for law and come up with an acceptable responsibility.

Suggested Strategies:

1. Select a problem and read it to the class (See materials). Choose the person legally responsible in each case. On a separate piece of paper, tell why you chose each answer. Check you outcomes with the answers given which hold true in most of our states.

MATERIALS

A. Problems Situations:

1. Johnny left his roller skates on his front porch steps. Ken was not watching where he was going, stepped on the skates and broke his leg. (Neither, Johnny, Ken both).

2. Allen visited a state where firecrackers were sold. He brought them back to his own state where they are illegal. He sold some to Bob, who lighted one and burnt himself.

3. Dave threw a rock at Tom. Tom threw it back at Dave, hit Dave's eye and injured it.

4. Henry dared Paul to throw a brick through the grocery store window. Paul did not want to be called a "chicken", so he broke the window. Who's to blame?

5. Pete borrowed a book about airplanes from the library. Jim liked the pictures in the book and cut them out.

6. Jane was careless with her wallet and dropped it on the playground. Inside the wallet were two dollars and Jane's library card. Karen found the wallet and kept it.

7. Billy and Fred start a new club in their fourth grade room. Tim wants to join, so they explain that they must first play some tricks on him. The tricks cause Tim to break a finger.

8. The Mayor usually sent Susie a card, reminding her to buy a license for her dog. This year the Mayor forget, and Susie did not buy a license. The dog is caught.

9. Lynn went to the store with Sharon. Sharon stole some candy and ran out of the store. Lynn ran out with her.

10. Phil brought an illegal (too long) knife to school. While the teacher was not looking, he passed it to Steve, who was later caught with the knife.

B. Possible answer:

1. Johnny - negligence

2. Both-Most states which have outlawed firecrackers have outlawed both the selling or distributing and the possession of firecrackers.

3. Tom-The right of self-defense holds true only if there is no avenue of escape or if it takes place in one's own home.

4. Paul-Paul committed the crime. Only if Paul had received money or the promise of reward could another person be legally involved.

5. Pete-He is responsible to the library.

6. Karen-The finder of an identifiable object of value is legally responsible to attempt to find the owner.

7. Billy and Fred - This is classified as hazing. Any injury can bring legal action against the members of the club even though the victim consented to the hazing procedure.

8. Susie - The mayor was only doing a friendly service which does not minimize the personal responsibility of Susie to take care of her own affairs.

9. Both - Lynn would be considered an accomplice even though she had no stolen candy on her person.

10. Steve - Possession is the legal question dealing with illegal weapons.

SUPPLEMENTARY ACTIVITIES

1. Role play any of the given situations.

2. Draw pictures explaining each situation which could be used as a bulletin board.

Lesson Eighteen: Kinds of Law - Civil, Criminal, Constitutional and Regulatory Laws

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Provide examples of civil laws and constitutional laws.
2. Identify examples of criminal laws.
3. Identify felonies and misdemeanors.
4. Identify examples of regulatory laws and ordinances and note the need for them.
5. Demonstrate an understanding of the terms criminal record and juvenile delinquency.

Suggested Strategies:

1. Use the booklet, "You and the Law" p. 2-3.
2. Refer to sheet, "What are Civil Laws?".
3. Discuss how one situation can involve both criminal and civil laws.
4. Obtain copies of local ordinances.
   Discuss the possible reasons for these ordinances. Who makes them? Obtain local ordinances.
5. Invite a township commissioner or the Police Chief to visit the school. If this is not possible, write to them concerning the ordinances.
6. The following films may prove helpful: "Our City Government", "Rubbish, Garbage and Other Trash" How about It? (litter), "Our Community". (CHESTER COUNTY IMS)
7. Define each in your own words:
   Criminal -- regulates private rights and guarantees everyone to safety of his person and property.
   Civil -- regulates private rights and agreements between people.
   City ordinances (Regulations)-- laws made city officials, dealing with traffic violations or disturbing the peace.
   Felonies -- (In Pa.) There are three degrees of felonies, first, second and third. A crime is considered a felony, if the accused may be sentenced to a term of imprisonment, the maximum of which is more than 10 years.

   Felony of 2nd degree - max. not more than 10 years
   Felony of 3rd degree - not more than 7 yrs.
   Felonies are serious crimes and include assault, murder, robbery, kidnapping, and arson.

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8. Misdemeanors - less serious crimes (In. Pa.)
   Three degrees - first, five years
   second, two years
   third, one year

   Retail theft of goods worth $100 or more is a misdemeanor of the first degree. Injuring or tampering with fire apparatus, third degree.

   Summary offense - less serious than misdemeanors
   Sometimes referred to as infractions.
   Most violations of city and county ordinanced are in this classification. (Term not more than 90 days.)

   Criminal Record: an adult who is convicted of either felony or a misdemeanor has a criminal record. When a person is arrested he is booked, which involved getting pictures, fingerprints, and other identifying statistics (full name, age and social security number). This data is automatically sent to the Record Division of the FBI.

   Juvenile Delinquency - a person under 18 in most states who the juvenile court decides has violated a federal, state or local law, or who is incorriglbe or sometimes just truant.

9. Give the students a list of crimes and classify them as to misdemanors, felonies or summary offenses.

10. Research and disguise such topics as: patents, licenses, trademarks, franchises, copyrights.

11. Contact people in the community for information on the regulations for grocers, barbers, hairdressers, butchers, undertakers, bartenders, etc.

12. Use the book YOU BE THE JUDGE to discuss points of civil law. (The book gives cases and decisions.)

WHAT ARE CIVIL LAWS?

If you smash into someone's car, the law says you must pay that person for the damage you caused.

If you injure someone and the accident is judged to be your fault, the law says that you must pay the medical bills to the person you injured.

If you buy a car on credit and then miss some payments, the law says that the dealer can get part of your weekly salary from your employer until the car is paid for.

Laws like these, which compel you to make amends to someone you have wronged, damaged, or injured, are called civil laws. They differ from criminal laws which punish a wrongdoer by a fine or a jail sentence. For example, let's say a thief steals Jeff's watch and sells it. The thief is later caught. A civil law forces the theif to make amends to Jeff; he must pay Jeff an amount equal to the value of the watch. A criminal law puts the thief in jail.

Her's another example of how Civil Law works:

> Joe hit Ed's car. Ed hires a lawyer and sues Joe for the damage to his car. Joe loses the lawsuit and must pay Ed for the damage.

An example of how criminal law works:

> Harry steals a car. The police find him and arrest him. He is put on trial and is found guilty of stealing. The judge sentences him to prison.

CIVIL LAW OR CRIMINAL LAW???????

1. Bob is caught passing bad checks. He is arrested by the police and put on trial. He is found guilty. The judge sentences him to 5 years in prison. What kind of law is involved here?

2. Joanne sits on a chair in David's house. The chair is weak; David should have fixed it but he didn't. The chair breaks; Joanne falls down and breaks her arm. Joanne sues David. The judge at the trial says that David has to pay $5,000. What kind of law is involved here.?

3. Mrs. Sanders hasn't paid her rent in three months. The landlord sends Mrs. Sanders an eviction notice - a legal paper that says Mrs. Sanders has to move out of the apartment. What kind of law is involved here?

4. Bruce is fined for reckless driving. What kind of law is involved here?

Answers: 1. criminal; 2. civil; 3. civil; 4. criminal

Lesson Nineteen: How a Civil Lawsuits Works

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Demonstrate an understanding of the procedures involved in a lawsuit.
2. Propose and substantiate a solution to a case study involving civil law.
3. Distinguish the similarities and differences of a civil case and a criminal case, including the roles played by the judge, the lawyers, and the defendant.

Suggested Strategies:

1. Use the two sheets "How a Civil Lawsuit Works". Present the case of Fred Farnsworth and Mel Middlebury which involves a car accident.
2. Write typical summons. (See sheet 2).
3. Dramatize the "serving" of a complaint and the summons.
4. Discuss (a) the answer (b) the questions before the trial, (c) the trial (d) the judgement.
5. Give examples and ask - which step of the lawsuit is this?

*6. To continue the discussion on civil cases use: YOU BE THE JUDGE Or the booklet LAW: YOU THE POLICE AND JUSTICE p. 86 Case of Mr. Adams, p. 89 Case of the Broken Headlights.

7. Have the students make-up cases.
8. Invite a lawyer to class whose specialty is civil suits.

*Sidney B. Carroll, <u>You Be the Judge</u>. New York: Lathrop, Lee and Shpard Co. 1971.

<u>Law: You, the Police & Justice</u> - Dr. William Goodykoontz (Editor) New York: Scholastic Book Services: 1968. (Prepared by the Editors of Scholastic Scope)

HOW A CIVIL LAWSUIT WORKS

A lawsuit is a legal document. Lawsuits are part of the civil law. If you sue or are sued under the civil law, there may be a trial, but the police don't have to be involved. There is no arrest, and no one will be sent to jail.

Let's see how a lawsuit works in the case of Fred Farnsworth. Fred was hit by a car driven by Mel Middlebury. Fred believes that the accident was caused by Mel's carelessness. Fred wants to sue Mel and get Mel to pay for his injuries. Here is what happens;

1. Fred goes to a lawyer and tells him what happened.

2. Fred's lawyer tries to get Mel to settle out of court. This means that Fred's lawyer tries to get Mel to pay without going through a trial. But Mel says no.

3. Fred's lawyer writes up two legal papers (1) a complaint and (2) a summons. The complaint states that Fred was harmed by Mel's careless driving and demands that Mel pay Fred $10,000. The summons tells Mel to answer a complaint in a standard legal manner.

4. Mel is served with the summons and complaint. ("Served" means that the two papers are handed to Mel.)

5. Mel tells his lawyer his side of the story.

6. Mel's lawyer writes up an official "answer" to Fred's complaint. He says that the accident was not Mel's fault.

7. Both Fred and Mel may be questioned by each other's lawyers. But each man's own lawyer will be present at the questioning.

8. The case comes to trial in a court of lay to decide whether or not the accident was Mel's fault.

9. If the trial ends in Fred's favor, the judge at the trial will issue a judgment ordering Mel to pay Fred.

Here are some of the steps involved in a civil law case:

the writing of the complaint and the summons
the service of the complaint and the summons
the answer
the questioning before the trial
the judgement

WHICH STEP IS THIS?

A. George is handed come legal papers. The papers say he is being sued by Tony Mitchell. Which step is this?

B. Sheila has sued Roger Warren for $4,000. They are now is court to decide whether Roger has to pay.

C. Jesse Nolan did not keep up his payment on a TV set he bought from Kauffman's store. Mr. Kauffman went to his lawyer. The lawyer is now writing up legal papers that will start a lawsuit against Jesse.

ANSWERS: A. The service of the complaint and the summons
B. The trial
C. The writing of the complaint and the summons

SUMMONS might read as follows:

The CIVIL COURT OF THE BOROUGH OF WEST CHESTER
COUNTY OF CHESTER

Fred Farnsworth PLAINTIFF
against

Mel Middlebury DEFENDANT

INDORSED COMPLAINT

A statement of the nature and substance of the plaintiff's cause of action is as follows;

Action for money damages, for $10,000.00 due and owing plaintiff from said date.

Attorney for Plaintiff
Post Office Address

Anderman and Hughey
28 S. High St.
West Chester, Pa.

TERMS: plaintiff: the one who sues, he makes the complaint
defendant: the one who is being sued, he has to <u>defend</u> himself against the lawsuit.

amount: the sum of money involved in the suit.

SUGGESTION: Make up several summons, then ask these questions: Who is being sued? How much is he being sued for? Who is suing?

WORDING OF THE SUMMONS: You are hereby summoned to appear in the Civil Court of the Borough of West Chester, County of Chester at the office of the said Court at High and Market Streets in the County of Chester, Borough of West Chester and State of Pennsylvania, within ten days after service of this summons upon you, exclusive of the day of service, and to make answer to the complaint upon your failure to answer, judgement will be taken against you for the sum of _____ with interest thereon from the 29 day of June, 1975. Dated, the 4 day of June 1975.

YOU AND THE LAW: Common Problems with Civil Law, Modern Consumer Education. New York: Educational Design, Inc. 1976. p. 2-8

Lesson Twenty: Pro Se Court (Mock Trial Strategy)

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Demonstrate an understanding of the role of: the judge, the plaintiff, the defendant, the plaintiff's attorney, the defendant't attorney, and the juror (observer).

2. Recognize the facts of the case, the issues involved and how the decision is arrived at.

Suggested Strategy:

1. Follow procedure outlined in sheets entitled "Pro Se Court".

2. Do research on: Bailiff, Judges, Lawyer, Court, Public Defender, Due Process of Law, Jury, Clerk of Courts.

3. For more cases use the book, <u>You be the Judge</u>: by Sidney B. Carroll, Lathrop, Lee and Shepard Co. New York, 1971.

4. Before all four cases are completed use some of "Reverse Thinking: Problem Solving Stories." The teacher gives students the situation. The students can only ask questions which require a yes or no answer. They soon find that asking the right questions is very important.

PRO SE COURT

The complexities of courtroom procedure and rules of evidence often dissuade the classroom teacher from using the mock trial strategy. As a result, most children are never exposed to this highly motivating experience.

In pro se courts, complicated rules of evidence are reduced to common sense and procedure is kept at a minimum. A student observing in this courtroom can focus on the essence of judicial decision-making: deliberation on the issues of a case.

This pro se court simulation has been designed to provide an opportunity for students to role-play a case by starting with a minimum of roles: judge, plaintiff, and defendant. Once each student has played each of these roles the observer and attorneys' roles are added. In this way the mock trial is broken down and then rebuilt. The simulation offers a "stepping stone" to using the mock trial.

Instructions to the Teacher

PART I

1. The simulation can be played with any size class. The diagrams are based on 30 students.
2. Arbitrarily divide the class into ten groups of three.
3. Have each child in each group decide upon a role--judge, plaintiff, or defendant. They will rotate roles for three rounds in the first part of the simulation.
4. Using the role descriptions, read the brief statements about each role.
5. Choose one case from those given and distribute only the FACTS of the case to all of the groups. Do not disclose the ISSUE or the DECISION at this time.
6. Have the children role-play within their individual groups. The plaintiff speaks first, then the defendant. The judge may ask questions before he makes his decision and gives his reasons.
7. Have judges explain decisions to the whole class.
8. Read ISSUE and DECISION to class. These are offered as samples and are not to be taken as absolute.
9. Rotate roles and repeat the process twice with a new case each time.
10. The following questions are suggested for debriefing the simulation:
    1. Which is the most difficult role to play? Why?
    2. How well(realistically) did the participants play their roles?
    3. What were the issues in this case?
    4. Were the judge's decisions "fair"?

PART II

This simulation may be role-played the following day:

1. Divide the class into groups of six (see diagram).
2. Explain that three new roles will be added to the three played in the prior simulation:
   Attorney for Plaintiff

Attorney for Defendant
Observer

Read the descriptions of each.

3. Assign these six roles to each group:
   Judge
   Plaintiff
   Defendant
   Attorney for Plaintiff
   Attorney for Defendant
   Observer
4. One case can be role-played.
5. Distribute the case to the plaintiff and his attorney, and the defendant and his attorney. They should have five minutes to prepare their case apart from the judge and observer. During this five minutes you should meet with the judge and observer to go over their roles.
6. Role-play the pro se court according to the following steps:
   A. Attorney for plaintiff presents his case.
   B. Attorney for defense presents his case.
   C. Judge may ask questions.
   D. Decision and reasoning by judge.
   E. Observer reports.

PRO SE COURT

Role Descriptions

JUDGE: The judge must see that both sides have a fair chance to present their cases. The judge should not interrupt or dominate the proceedings.

In part II, when the parties are represented by attorneys, he must insist that the attorneys stick to fair rules. The judge must decide whether a law has been broken. If so, he must uphold the law.

PLAINTIFF:

This person has accused the defendant of doing or not doing something which he thinks is unfair. He is the one who asked to court to hear the case. In a pro se court the plaintiff is asking the judge to make the defendant pay him an amount of money (under $300.00)
He speaks to the judge first.

DEFENDANT:

This person has been accused by the plaintiff. He has been summoned into court and is probably appearing against his will. He listens to the accusation and then either tries to prove it untrue or gives reasons to justify his actions.

PRO SE COURT

PLAINTIFF"S ATTORNEY:

He tries to prove that the accusation is true. In a pro se court this attorney may ask questions of fact of the defendant and the plaintiff. He may not ask for their opinions. He speaks first.

DEFENDANT'S ATTORNEY:
He listens to the plaintiff's attorney and then tries to show that either the defendant did not do what he was accused of doing or that he had good reason for doing it.

OBSERVER:

Your task is to listen carefully to the testimony of the plaintiff and the defendant and try to answer the following questions:

1. What is the complaint? What is the plaintiff accusing the defendant of doing, or not doing?

2. What did the defendant say? Did he admit to the accusation? Were there reasons to justify his actions?

3. Did the judge ask any questions? If so, what were they?

4. What was the judge's decision? Did he give any reasons for his decision?

5. Would you have made the same decision? Why or why not?

FIRST CASE

FACTS

1. Plaintiff is the assistant to a newspaper delivery boy.
2. Defendant is newspaper delivery boy.
3. Defendant became sick and asked his helper, the Plaintiff, to deliver fifty papers. Plaintiff agreed to deliver the papers for $2. Plaintiff delivered papers but did not place them in mail boxes or inside halls. Twenty-five newspapers were ruined in the rain and Defendant refused to pay the $2 to the Plaintiff. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue

Did the assistant fail to live up to his agreement? If so, what would be the appropriate remedy?

Decision

It appears from the facts that the Plaintiff did what he had agreed to do. He agreed to deliver the papers, and did just that. The agreement did not specify that he had to put papers in the mailboxes or inside halls. On the other hand, it is important to remember that the Plaintiff was an assistant he knew from experience that delivering the papers included putting them in the mailboxes and in the halls. Therefore it is clear that the Plaintiff should have done what he knew from his experience. It can be concluded, therefore, that the Plaintiff did not fully live up to the agreement. What is appropriate as a remedy? Only twenty five papers were damaged. Therefore, half of the papers did get delivered successfully. Judgment for Plaintiff $1. One dollar is appropriate since the agreement was for fifty papers and twenty-five people got their papers in good condition.

SECOND CASE

FACTS

1. Plaintiff is a babysitter.
2. Defendant is a parent.
3. The Plaintiff agreed to babysit for the Defendant's two children for fifty cents per hour. When the babysitter arrived there was a third child, a cousin, present. Plaintiff said nothing about an increased rate but demanded 75 cents per hour when Defendant returned home two hours later, claiming the rate to be 25 cents per hour per child. The Defendant refuses to pay the additional 25 cents per hour. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

ISSUE

Is the Plaintiff entitled to the additional 25 cents per hour?

DECISION

From the facts, it appears the Plaintiff had agreed to babysit for 50 cents per hour. When the Plaintiff arrived on the job, and saw an additional child, he did not say he expected 25 cents per child when they made the agreement. It was, therefore, unfair for the Plaintiff to demand this amount after the fact. The Defendant understood that the charge was 50 cents per hour and not 25 cents perchild. To give the 25 cents additional fee per hour would be unfair to the Defendant. Judgment for the Defendant.

THIRD CASE

FACTS

1. Plaintiff is a comic book collector.
2. Defendant is a classmate.
3. Plaintiff loans ten comic books to Defendant for one week. The books are in very good condition and Plaintiff warns the Defendant to be careful of them. The Plaintiff had paid 25 cents a copy for the books or a total of $2.50. Defendant returns five comic books in good condition but five are torn and ripped. Plaintiff demands $2.50 of the Defendant to cover costs. Defendant refuses. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role play before distributing the following:

Issue

Is the Plaintiff entitled to damages if Defendant returns loaned comic books in a condition different from condition the books were in when they were received?

Decision

When one loans an item to someone he is entitled to get it back in the condition it was in when he loaned it. In this case, five of the books were returned in a torn and ripped state. It is obvious that the Defendant did not exercise reasonable care while he read the books, and it is, therefore, unfair to return them in poor condition. What would be the measure of the damages? If it can be shown that the Plaintiff could get the same comic books for 25 cents each, the Plaintiff would be entitled to $1.25 and the Defendant could keep the torn book. If the books were irreplaceable, the Plaintiff would be entitled to the $2.50 he sought. Judgment for the Plaintiff.

FOURTH CASE

FACTS

1. Plaintiff was the owner of a three speed bicycle.
2. Defendant was the owner of a bicycle repair shop.
3. Plaintiff brought bicycle into shop when the gears didn't shift properly. Plaintiff told Defendant-owner to fix the gears as well as possible but not to do anything that cost more than $25. When Plaintiff came to pick up bicycle the next week, he found that the shop had installed brand new gears and had sold his broken gear shift to a bicycle used parts company. The Defendant told Plaintiff that he owed $50. The Plaintiff told Defendant that he would pay $25 since that was the amount he had said was as high as he could go. The Defendant said he would not get the bicycle back until $50 was paid. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role play before distributing the following:

Issue

Can the Defendant do more than he was authorized to do by the Plaintiff without first making an additional agreement with Plaintiff?

Decision

No, the bicycle repair shop cannot take unfair advantage of a customer. The Plaintiff customer had placed limitations on what the shop could do. The shop cannot do more without consulting a customer. Since it was too late to return the bicycle in the condition in which it was brought in, the shop must give the bicycle with the new gear to the Plaintiff for $25. Judgment for the Plaintiff.

Lesson Twenty-one: Reverse Thinking: Problem Solving Stories

Suggested Activities:

Situation 1. Each day a man goes to work, rides the elevator up the first 7 floors, and walks the last 7. At the end of the day he rides the elevator the whole way down 14 floors. Why?

ANSWER: He's a midget and can only reach the 7th button.

Situation 2. A man walks into a bar and asks for a glass of water. The bartender pulls out a gun; the man says "thank you" and walks out.

ANSWER: The man needed the water for his hiccups so the bartender pulled out a gun and scared him.

Situation 3. A man has just gotten out of prison. As he's riding home on a train it goes around a curve. He looks across into another car and sees a woman with three fingers missing and she's reading a paper. He goes to her car shoots her, and when he's questioned, they let him go, even though they know he did it. Why?

ANSWER: She was his wife. She had cut off her own fingers to make it look like he's killed her. He was convicted for killing her and when he got out of prison, saw her, He <u>really</u> killed her. He wasn't convicted because you can't be tried twice for the same crime.

Situation 4. There's a car in the middle of a field with a dead man in it. It's snowing and the only clues found by the car are a piece of paper with numbers and letters on it, and tracks leading to and from the car. What happened?

ANSWER: The dead man had hit a man with his car and left the scene of the accident (hit and run). The hit man, who became crippled, wrote down his license as he drove off. He traced the car and in his <u>wheelchair</u> he went out to the field and shot him.
Wheelchair made the tracks.
Paper had his license no. on it.

Situation 5. A man was found dead out in a field. All that was found beside him was a pack.

ANSWER: He had jumped out of a plane and his parachute didn't open.

Situation 6. A man wakes up, steps out of bed, picks up his cane, drops it, and shoots himself. Why?

ANSWER: The guy is a midget in the circus and so is his brother. His brother wants to be the #1 midget so he cuts off the midget's cane. The midget is all upset because he thinks he grew since his cane doesn't touch the floor, so he shot himself because he thought he had no future in the circus or any place else.

Situation 7. Jane finds Mary on the ground dead with water and glass surrounding her. How did she die?

ANSWER: Mary is a fish. The cat knocked over the fish bowl and she died because she could not live outside of water.

Situation 8. A newspaper article reported that Mr. and Mrs. Jones, a very wealthy and prominent family were taking a trip to Hawaii. They rent a car. There is a car crash and Mrs. Jones dies. Why did the police arrest the husband and think he killed his wife?

ANSWER: A ticket seller saw the newspaper article and remembered selling Mr. Jones a one-way ticket for his wife and a round trip ticket for himself.

Situation 9. A man is found in the desert face down. How did he die?
ANSWER: He was dropped from a plane with a parachute that didn't open.

Situation 10. Two archaeologists enter a cave and find the form of a man in ice. One of the men exclaims, "Ah! Ah! The original Adam." How did he know it was Adam?

ANSWER: No bellybutton.

Situation 11. Two guys are sitting in a train station. One man says to the other: "Isle of Man?" "No, the 5:15," the other answers. What does this mean?

ANSWER: Isle of Man is an Island where cats have no tails. But this cat's tail was run over by the 5:15 (train).

Situation 12. An archaeologist finds a coin from the time of Julius Caesar (or Jesus). His friend calls him a liar. What was on the coin that caused him to know that it was a fake?

ANSWER: Coin said B.C.

Situation 13. Scene: A circus and the music begins. A blind tightrope walker begins her walk. She slips and dies. Why?

ANSWER: Her husband was the band leader and directed his wife (a blind rope walker) to walk. When he stopped she thought she had reached the end.

Situation 14. A man is found dead outside a bar surrounded by 53 bicycles. How did he die?

ANSWER: Bicycle cards (A card shark playing with 53 cards cheated. He was killed for cheating and was surrounded by the deck of cards and the one card he used to cheat.

Situation 15. Scene: Siberia - 6 tractors, a tractor factory. a railroad tracks in part of the factory, a fence b/w the factory and tractors all the tractors are the same size and weight. It's night time. A man goes out to count the tractors in the factory. He counts 6 tractors. He goes for a drink of coffee. That night it snowed When morning arrived and he went to check on the tractors, he discovered that only 5 tractors remained in the factory. What happened to the missing tractor?

ANSWER: The tractors were all white except one. The remaining tractor was black and it had sunk below the ice.

Situation 16. A tractor is on the sand at the beach. The moon and sun are out. How did the tractor disappear?

ANSWER: the moon controlled the tides and washed the tractor out to sea.

Situation 17. A father and son are driving on the highway. There is a crash and the father dies. An ambulance is sent for the son but when he reaches the hospital, the doctor says, "I can't operate on this boy!" Why?

ANSWER: The doctor is the mother of the boy!

Situation 18. A man is afraid to go home because another man is waiting there with a mask on. Why is the man afraid to go home?

ANSWER: Baseball player is on 3rd base and he wants to go to home plate.

Situation 19. In a two act play, what happened in the first act if in the second act a man is found dead in bed with wood carvings all over the floor. How did he die?

ANSWER: The man had wooden limbs. Another man came in and cut off his wooden limbs and his crutches. He died of natural causes (could not eat or move from bed).

Situation 20. Man A visits Man B who is in prison. A guard remarks that both men bear a strong resemblance to each other, and asks if the men are related. Man B answers, "Brothers and sisters have I none, but this man's father (Man A)is my father's son."

ANSWER: I could never figure this one out.

Situation 21. A plane leaves Orlando, Florida at 9:55 p.m. arrives in Chicago at 11:10 p.m. takes off again for Pittsburgh and arrives there at 12:40 a.m. takes off for Detroit, but crashed just before it lands. Where are the survivors buried?

ANSWER: The alert student will pick up on "survivors" who, as you know, will not be buried.

Lesson Twenty-two: Case Study - The Treasure Trove Case

Background:

1. The American Legal System depends upon the proper enforcement of the law. This means that justice personnel - police/judges/probation officers/prison officials/District Attorney's etc. must conform to those laws and legal procedures under which the American Legal System is constituted. Those whose duty it is to enforce the law are not above the laws. This point can be illustrated by the phrase, "a government of law and not men."

2. American laws and our legal system are dynamic (changing or evolving). Even the Constitution is regarded as a "living document" - not written in stone." Laws can be changed by legislators; judges can set new precedents which overcome older ones; cases can in certain instances be re-tried cases can be appealed; what is deemed "reasonable and fair' at one time may be judged unreasonable and unfair at another time.

Instructional Objectives:

Upon completion of this lesson, students will be able to:

1. Demonstrate an understanding of the court system and positive attitudes toward persons in authority.

Suggested Strategy:

Using case study enclosed, discuss merits of case and facts outlined.

Case Study

The Treasure Trove Case

A church in Wisconsin had a Carpet Rag Committee which collected rags from many places and gave them out to women who were paid to weave them into rugs for sale to benefit the church. Mrs. Zech received a bundle of rags and started to work.

She found twenty-one hundred dollars hidden in the center of one ball of rags. After advertising this in two newspapers, she gave the money to the Carpet Rag Committee to keep safe in case the owner turned up. When no one appeared to claim it after a long period of time, Mrs. Zech asked for the money back. The committee refused to give it to her. Could she win a suit for it in court?

Zech v. Achola'
253 Wis. 80, 33 N.W. 2d 232 (1948)

The Carpet Rag Committee claimed that Mrs. Zech had not done enough according to a Wisconsin statutory law to find the true owner. Though she had not done all the law required, Mrs. Zech had advertised the finding of the money in two newspapers.
The Court decided that this was a reasonable effort and sufficient to allow Mrs. Zech to keep the money, which was what the law calls "treasure trove." That is, it went unnoticed by the Carpet Rag Committee while it owned the rags so it never owned the money, and as far as Mrs. Zech was concerned it was the same as though she had found it in the street.

Additional Activities:

1. Have children act out the case as they could see it being presented in court.

2. Empanel a jury and without revealing the outcome of the case, have the children decide who keeps the money. Compare their verdict with the actual outcome of the case.

4

Lesson Twenty-three: Pranks or Crimes??

Instructional Objectives:

Upon completion of this lesson, students will be able to:

1. Differentiate between acceptable and non-acceptable behavior.

2. Determine reasons for non-acceptable behavior.

3. Determine the responsibility of parents for behavior of their children.

4. Demonstrate an understanding of various methods of dealing with violators of laws and rules.

Suggested Strategies:

1. Use the booklet, "You and the Law". p. 3.

2. Discuss "When does a 'gag' become a crime?" When mischief interferes with the rights and property of others.

3. Is ignorance an excuse? No.

4. Have the children tell about pranks that have been pulled in their neighborhood. Discuss the causes and the outcomes.

5. Use the Crimes Code to let children know what punishments are attached to certain less serious crimes, such as, sending in a false fire alarm.

6. Use the newspaper accounts of pranks (or crimes) committed in the area. What punishment was given?

7. Discuss "Should parents pay for the damages incurred by their children?"

8. Give 2 or 3 examples of "pranks". Ask if they are crimes or not.

9. What is the policeman's job in this respect? Should he ignore pranks as just kid stuff?

10. If you were a parent of a child who had just "pulled a prank" (give an example), how would you handle the situation?

11. What would you do if your "buddie" decide to pull a "prank" and you think it is serious, maybe criminal?

BACKGROUND MATERIAL FOR THE TEACHER:

Grade 5: The American Legal System: The Adversary System and Judical Review

1. The principles and practices of British common law undergird the foundations of the American Legal system. America, while a colony of Great Britain, built up a legal tradition based upon that of the Mother Country.

2. Common law means law based on the decisions of judges as outcomes of cases brought before them. These decisions then become precedents (or guides) for deciding future cases of a similar nature.

3. Regardless of what legal rights an American citizen may think he is entitled to, whether he receives relief (justice according to his desires) ultimately depends on the courts, and their interpretation of the law in each case.

4. The American legal system relies heavily on two important guarantees under our Constitution: The Adversary System and Judicial Review.

   a. The Adversary System: A person accused of violating the law is entitled to have a lawyer represent and defend him in a court of law. The State or government also has a lawyer (the Attorney General for example) to prosecute the defendant (person accused). The agent or person initiating a legal action is called the plaintiff and the person or agent against whom the complaint is lodged is called the defendant can be considered adversaries (opponents) with each trying to prove his view of the case at hand, before a judge and/or a jury composed of ordinary citizens.

      Courtroom procedure must conform to laws which regulate that procedure, such as the laws of evidence, and the Bill of Rights (1st ten amendments to the Constitution) must be carefully applied. In court cases for example, the Bill of Rights protects the rights of the accused to have fair trial; an impartial jury of his peers; to hear, see and respond (challenge) to the evidence presented against him; and if found guilty, to be protected against cruel and unusual punishment, as well as having the right to appeal his case to a higher court. An individual in a court of law cannot be compelled to testify against himself; nor can a person be twice tried for the same offense. (double jeopardy)

b. Judicial Review: A court of appeals (such as the Supreme Court) may, if it chooses, hear a case or examine a lower court decision, in which an aggrieved (injured) party claims that Constitution, has in his case, been misapplied. The claim could be that whatever law was written by the Legislature (the Congress for example) and applied in his case, is not in harmony with the Constitution. Or, the claim could be that the way in which a particular law is applied is not in harmony with the Constitution.

2 examples: Brown v. Board of Education/Miranda v State of Arizona

Brown v. Board of Education (1954):

The Supreme Court ruled that segregation in public schools was unconstitutional. The Court found that "equal protection of the laws" was being denied the plaintiff (Brown) by the Topeka, Kansas Board of Education, through its segregated school policy. The Court then indicated, through the opinions of a majority of judges and most particularly through the speaker for the majority, Justice Warren, that segregation was unconstitutional in all instances, and that each Board of Education in every State must cease the practice "with all deliberate speed." Justice Warren affirmed that the practice of sgregation in schools, and the principle upon which it was based, "separate but equal," were inherently unconstitutional, because separate implied unequal ; unequal meant a denial of the Constitutional right to equal protection of the laws. In 1965, the Congress passed legislation requiring desegregation of motels and hotels and restaurants engaged in interstate commerce. Congress has the constitutional power to regulate inter-state commerce. Since that time, the struggle over desegregation of public school has continued, with court-ordered bussing the focal point, and the determination of the Department of Health, Education and Welfare to withdraw Federal funds from schools not in compliance with court orders to de-segregate.

Miranda v. Arizona (1966):

The Supreme Court ruled that regardless of the guilt or innocence of a defendant in a criminal case, proper arrest procedures must be followed in order to guarantee the defendant's right to a fair trial. For example, the police must read the arrested suspect his rights to remain silent and his right to be represented by legal counsel, as well as warn him that anything he says during an interrogation process can and will be held against him. Miranda had been found guilty of committing a serious crime by a lower court, but the Supreme Court set-aside (negated) the lower court's ruling, on the grounds that the police had failed to properly explain Miranda's rights to him, and thus his testimony could not be accepted in a court of law. Miranda went free, only to be killed recently in a bar-room fight. A Supreme Court decision of last year (1976) has since modified the Miranda ruling (which had been applied to all states) and gave the police more leverage in dealing with an arrested suspect.

Summations: Both these cases are examples of -

1. Types of Judicial Review
2. The principle of Case-Law
3. The principle of "Constitutionality." (Civil Right Guarantees)

5. The American Legal System depends upon the proper enforcement of the law. This means that justice personnel - police/judges/probation officers/ prison officials/ District Attorney's etc. must conform to those laws and legal procedures under which the American Legal System is constituted. Those whose duty it is to enforce the law are not above the law. Watergate showed that even the President of the United States is not above the law. This point can be illustrated by the phrase, "a government of law and not men."

6. Lawyers must also obey the law. Lawyers and judges are expected to practice "the legal cannon of ethics." This means they are under a solemn obligation to uphold the highest standards of professional practice - and to behave in a moral manner. A lawyer must give his client his honest opinion; he must maintain strict confidentiality; and his advice must be lawful in nature. For example, a lawyer may not advise his client to lie in a court of law (perjury) even if this might help his client in some way.

7. Along with rights, Americans also have legal responsibilities. While all citizens are guaranteed certains rights, with each right goes a corresponding responsibility. For example, we are guaranteed the right of freedom to assembly and speech. Yet, we must not tell lies, especially if doing so would endanger other people. One cannot, under law, yell "fire" in a crowded theatre, if one knows there is no fire.

8. Under American law, an individual is free to do what he wishes, so long as this does not unduly interfere with the rights of other individuals to do as they wish.

example: Mrs. X wants to build a bridge across a river, and obtains a legal permit to do so. Ms. Y. has a legal permit to sail her barge up the river in order to pursue her livelihood (as a transporter) and if the bridge is built, her barge won't fit underneath it. This conflict could result in a law suit. It would then be up to a court to examine what the law says about building bridges and sailing barges, and the procedures in licensing, and any other pertinent facts that bear on the case. Whatever the court's decision, the loser must abide by it, or be held in contempt of court. (unlawfully and willingly ignoring the court's decision)

9. Where legal rights appear to be in conflict, a special decision is needed to try and resolve that conflict. Such decisions often set precedents.

10. Citizens have the right to enter Civil Suits which ask the court to grant them relief for something which they claim has done them an injury. The injury could be financial, personal, or physical. It might for example, be a claim that one's reputation has been damaged by an untruthful statement; or it might be that one's sense of morality and propriety have been offended by a book or film. In these cases, courts have to weight freedoms against responsibility - the rights of individuals against the needs of the society for order decency. A person who wins a Civil Suit may be awarded damages (money).

11. American laws and our legal system are dynamic (changing or evolving). Even the Constitution is regarded as a "living document" not written in stone." Laws can be changed by legislators; judges can set new precedents which overcome older ones; cases can in certain instances be re-tried; cases can be appealed; what is deemed "reasonable and fair" at one time may be judged unreasonable and unfair at another time.

12. In the American legal system, a person accused of committing a crime must be proven, beyond a reasonable doubt, to be guilty, on basis of evidence presented in a court of law. The presumption of innocence until proven guilty is mandatory. In a civil suit, a demonstrated injury must be proven, in order to collect damages.

13. Sometimes, those who find themselves in conflict with the law and/or social institutions, claim that their actions or behavior is principally or solely motivated by religious belief, or moral conviction. It is up to the court to decide if such violations of the law should or should not be punished.

examples: Conscientious Objectors to the Military

Religious Sect preferring not to send children to public school after a certain age (Amish)

Civil Disboedient who inhibits lawful concourse and accepts punishment if necessary

14. In making very difficult decisions, where precedent is either weak or lacking and where fundamental ethical or moral issues are at stake (such as human rights or natural rights) decisions may be made by Courts of Equity. Such decision are just as binding as those made by any other Court.

Lesson Twenty-four: How the Criminal Law Works

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. Demonstrate an understanding of due process.
2. Demonstrate a basic understanding of human rights, as noted in the Bill of Rights.
3. Demonstrate an understanding of the arrest proceedings and the rights of an arrested person.
4. Identify each of the following: arrest, booking, charges, trial, sentence.

Suggested Strategy:

1. Ask the children what they know about the arrest procedure from TV , etc.
2. Use the sheet "Rights of an Arrested Person". Go over each step.
3. Dramatize this situation.
4. Emphasize -- if you waive your right to an attorney (if you answer questions without an attorney) you are not making full use of you rights.
5. Use the sheet "How the Criminal Law Works." Re-enact the situation involving Larry's arrest.
6. Go over the steps of the arrest procedure.
7. Follow newspaper accounts of the arrest procedure.
8. Children can make posters showing each step of an arrest. Use these for review.

* 9. Invite a policeman to class to demonstrate an arrest and answer questions about how juvenile arrests are handled.

* 10. Invite a lawyer or member of the juvenile justice department to explain their role in the arrest and trial procedures.

HOW THE CRIMINAL LAW WORKS

The case: A policeman stops Larry as he is running out the back door of the candy store. The store has just been held up. Sixty dollars had been taken. Larry had $60.00 in his pocket. What happens?

1. ARREST: The policeman will arrest Larry.

2. BOOKING: Larry will be taken to the police station and will be booked. ("Booking" means that a record of his arrest will be made.) Larry may have to stay in jail overnight.

3. CHARGE: As soon as possible, Larry will be officially charged. This means that he will be taken before a judge and told what he is accused of. (Larry may be allowed to go out on bail--that is he may be allowed to pay a sum of money to get out of jail until his trial comes up.)

4. TRIAL: Some time later, Larry will be given a trial in a court of law to decide whether or not he is guilty of whatever he is charges with.

5. SENTENCE: If Larry is found guilty, he will be sentenced by the judge. He may go to prison. (If he is found not guilty, he will go free.)

The main steps of a criminal case are:

arrest
booking
charge
trial
sentence

Which steps would each of the following represent?

1. Joyce is taken into a courtroom, where a judge and jury decide whether or not she is guilty. Name the step.

2. Mark Williams is stopped by a police officer and ordered to come to the police station. Name the step.

3. Lester is brought before the judge. The judge tells him officially that the state is preparing to try him for car theft. Name the step.

4. At the end of her trial, Amy Ayers is told by the judge that she will be sent to prison for two years. Name this step.

5. Henry Baker has just been arrested. A police sergeant at the station writes down his name and address and the reason for his arrest.

YOU AND THE LAW: The Rights of an Arrested Person. Modern Consumer Education. New York Educational Design, Inc. 1970 p.2-3.

THE RIGHTS OF AN ARRESTED PERSON

1. You have the right to know what you are being arrested for.

2. You have the right to tell the police nothing except your name and address. (If you tell the police anything, they can use whatever you say against you at your trial.)

3. You have the right to speak to a lawyer before you are questioned by the police.

4. You have the right not to answer any questions until you get a kawyer.

5. You have the right to have your lawyer with you during questioning.

6. If you don't have a lawyer, you may ask for one. The police will get one for you, whether or not you have money. (If you do not have money, you will get the services of the Public Defender, without charge.

What Policemen Say at the Time of an Arrest

1. "You have the right to remain silent and refuse to answer questions. Do you understand?"

2. "Anything you do or say may be used against you in a court of law. Do you understand?"

3. "You have the right to consult an attorney (Lawyer) before speaking to the police, and to have an attorney present during any questioning now and in the future. Do you understand?"

4. "If you cannot afford an attorney, one will be provided without cost. Do you understand?"

5. "If you do not have an attorney available, you have the right to remain silent until you have had an opportunity to consult with one. Do you understand?"

6. Now that I have advised you of your rights, are you willing to answer questions without an attorney present?"

(If you answer yes to #6, you will not be making full use of your rights).

YOU AND THE LAW: The Rights of an Arrested Person. Modern Consumer Education. New York: Educational Design, Inc. 1970, p. 4-7.

Lesson Twenty-five: Trial by Jury

Instructional Objectives:

Upon completion of this lesson students will be able to:

1. exhibit a knowledge of the main characters of a trial by jury (judge, jury, prosecutor, defendant, attorney, clerk) as evidenced by his ability to orally list and define the roles of the various characters and by participation in a mock trial.

Suggested Strategy:

1. Display various newspaper headlines
2. Inquire as to students present understanding of what is meant by the term "trial"
3. Present chart showing diagram of various courtroom roles at a trial
4. Question students to compose definition of various roles
5. Discuss roles
6. Dramatize through mock trial

Materials:

1. Collection of various newspapers dealing with various trials.
2. Diagram of courtroom during a trial (see Stage for a trial)
3. Mock trial: The Bears vs. Goldilocks

   (see attached for story)

Goldilocks and the Three Bears -- Part II

Baby Bear was bored. Nothing ever happened around his house. He leaned up against a log and remembered how exciting it had been the day the family found Goldilocks sleeping in his bed. Too bad she was so frightened! She was the only person who had ever come to their house.

Just then Papa and Mama Bear called to him. "Come on, Baby Bear. We have work to do. We must finish gathering our berries and nuts for the winter." They had worked hard all week doing this.

By the time they returned home, it was getting dark.

Baby Bear heard a noise in the bushes and saw a flash of golden hair. Papa Bear opened the door and gasped! Who had been eating their nuts and berries? What a mess! Nut shells everywhere! Berry stains all over Mama's white table cloth!

It took them hours to clean and straighten the mess. As Baby Bear was helping he found a golden hair on the window sill.

The next day as the family was out gathering more food, Mana saw a familiar face. "Look, Goldilocks is coming down the path!" Mama shouted.

Goldilocks saw the bears, dropped her basket, spilling nuts and berries all over the path and ran.

Papa Bear couldn't stand it any more. He ran after Goldilocks shouting, "STOP!" He saw her run into her house. Running up to the house, he banged on the door and told the whole story to Goldilock's father demanding that she be punished.

SUGGESTED CLASSROOM STRATEGIES (Three Options)

1. Divide the group into 8 to 10. Have each group create an ending for the story. What did the father do? Then have each group act out the final scene as Papa Bear is telling Goldilock's father the "facts". Five will do the acting. The others will act as the observers or "jury" and be responsible for telling the whole class what happened in their group. The "jury" should keep these questions in mind: 1) Did the actors get their facts straight? 2) What was the evidence against Goldilocks? 3) Was there any doubt that Goldilocks broke into the three bears house, destroyed their property and stole the nuts and berries? 4) Can you think of any suggestion to offer the group so that they could be as fair possible in deciding Goldilock's innocence or guilt?

2. Human Graph

   Have everyone come to the front of the room and "take a stand" on "Goldilocks is guilty". The people who are sure she is guilty stand on one side of the room, those who are sure she is innocent stand on the other side of the room and those who are unsure in the middle. Have each group give a reason for their "stand". Then break into groups of five to create an ending for the story.

3. Divide the group into:

   a. 5 Actors who will make up ending for the play.

   b. People who think Goldilocks did it will make up all the reasons they can think of that help prove Goldilocks guilty.

   c. People who think Goldilocks didn't do it will make up all the reasons they can think of that help prove Goldilocks innocent.

   d. People who are unsure who will act as a jury to decide Goldilock's innocence or guilt.

The actors present their version of the ending. After the play, give groups b and c a few minutes to finish making a list of their arguments. They may spend a few minutes questioning the actors also. Then they should present their arguments to the jury who will decide if they are all sure Goldilocks broke into the three bears house, stole the nuts and berries, and wrecked the house.

A GUIDE FOR LAWYER VISITING THE CLASS

I. Introduce yourself as your son's father.

II. Tell the class that you are a lawyer and write "lawyer" on the balckboard. Show them how "lawyer" contains another word, "law". Explain that before one can understand what a lawyer does, one needs to know what law is.

III. Ask them if they know any laws or rules, and what they are. For each one they mention, ask them if they know why that law or rule exists. Try to point out that laws and rules can work to make our lives happier (as, for example, the rule that you must stay in a line at the water fountain makes it less likely that there will be disputes over who is next) and safer (as, for example, the law that tells us who has the right-of-way at a traffic light).

IV. Explain to them that a lawyer does many things. Some of them consist of:

A. Helping people to understand what the law says,

B. helping people who think the law is unfair to change it.

C. helping people who are accused of breaking a law to tell their side of the story.

V. Tell the children a story, perhaps similar to the following, in which a legal conflict arises.

Georgia loved to work in her yard. She planted lots of flowers and bushes. She loved the way her yard looked. She especially loved the one big tree in her backyard. It stood right next to the fence which separated her yard from the one next door. One day a new neighbor, Mr. Beck, moved in next door. He liked to keep his yard nice and open, with lots of sunshine. Flowers, bushes, and trees would just get in the way when he and his son played ball. He also did not like to spend his time taking care of his yard. He liked better to play with his son and to read books.

One day Georgia and Mr. Beck had a big fight. Georgia's favorite tree had some branches which hung over mr. Beck's side of the fence. Mr. Beck hated the tree. It shaded part of his nice sunny yard. In the fall it dropped leaves on Mr. Beck's side of the fence. Mr. Beck hated to have to rake them.

Finally, Mr. Beck couldn't stand it any more. He took a saw and a ladder out in his back yard. Can you guess what he was going to do?

Georgie saw him just as he was about to saw off the branches hanging on his side of the fence.

"Stop! stop!" she cried. You can't do that to my lovely tree!"

"Your old tree is blocking my sun and dropping leaves in my yard! You shouldn't be allowed to have that stupid tree!."

They argued and argued. Finally they decided to take their arguments into a court. Both Georgia and Mr. Beck got lawyers to tell the judge their sides of the story.

VI. Choose three kids to play Georgia's attorney, Mr. Beck's attorney, and the judge. Let Georgia's lawyer tell the judge why Georgia wants the tree. Let Mr. Beck's attorney tell the judge why Mr. Beck doesn't want the tree. Have the judge say what he/she thinks would be the fairest thing to do. Ask the rest of the class if they agree with the judge. Ask them what else the judge might decide to do. Encourage them to come up with as many ideas as possible. Then ask for volunteers to say which solutions they think are fariest and why.

VII. Conclude by telling them about other more routine aspects of your job and discuss any questions they might have.

Lesson Twenty-six: Juvenile Delinquency

Instructional Objectives:

Upon completion of this lesson the students will be able to:

1. understand that being a juvenile does not excuse him from being responsible for his acts.

2. A juvenile record can make it difficult to be accepted in the community again.

3. Juvenile crime, when it becomes a pattern, can lead to adult crime.

4. In most states, violations of the law by juveniles are considered delinquent acts, not crimes.

5. In most states, a child can be arrested and charged with truancy if he is absent from school frequently and without adequate excuse.

6. In most states, if a juvenile becomes incorrigible, he can be arrested and referred to Juvenile Court.

Background:

In most states, the police officer who arrests a juvenile has several options to handle the situation:

A. He may release the juvenile to his parents with a warning.

B. He may refer him to the Juvenile Court and then release him to his parents (citation).

or C. He may take him to the Juvenile Hall where he will be booked and detained until disposition of his case.

Why are juveniles treated differently than adults? Our society believes them to be children in need of correction.

Do juveniles have police records? If accused of a crime, the juvenile does have a record. If he commits no other crimes, when he is an adult he can petition the court (in some states) to "expunge and seal" his records.

A record can interfere later in life. The person may be unable to hold public office, get a job, or practice state licensed professions, such as medicine, law, real estate, dentistry, etc.

What is Juvenile Hall?

An institution separate from an adult jail where juveniles are booked and detained until their case is completed.

What is a citation?

A written notice to appear with a parent for a hearing before the Probation Officer who will decide if the juvenile will have to go to Juvenile Court or not.

What is Juvenile Court?

A special court handling cases involving children. The purpose is to keep juveniles out of adult courts, jails and prisons. Hearing are more informal in juvenile court and no spectators are allowed in the sessions. If the home is the source of the problem, he may be placed in a foster home. If all measure have failed, the child is sent to a training institution which is more like and educational facility than a prison. Throughout the process, juvenile probation officers keep track of the child.

What about the Juvenile Court procedures. Do they protect the juvenile's rights.

The Juvenile Court must protect the constitutional rights of the juvenile. For example, there must be a written notice of the proceedings, the juvenile must be advised he has the right to counsel, the right to remain silent, the right to have accusors present, and the right to cross-examine witnessess.

What are some causes of juvenile delinquency?

The problem of delinquency is increasing yearly. Of special significance is the drop in the age levels for certain crimes.

OFFENSES CHARGED TO YOUNG PERSONS

(The Uniform Crime Report for 1972 indicate that the major delinquent violations handled by the police are as follows:

Most Common Complaints according to Frequency

Age	First	Second	Third	Fourth
10 & under	Larceny	Vandalism	Burglary	Disorderly conduct
11-12	Larceny	Burglary	Vandalism	Disorderly conduct
13-14	Larceny	Runaways	Burglary	Disorderly conduct
15	"	"	"	"
16	"	"	Loitering	Drug Abuse
17	"	Drug Abuse	Liquor Laws	Disorderly Conduct
18	Drug Abuse	Larceny	Disorderly Conduct	Liquor Laws
19	Durg Abuse	Larceny	Drunkeness	Disorderly conduct
20	Drug Abuse	Drunkeness	Larceny	Disorderly Conduct

The number of arrests for juvenile delinquency is increasing three times more rapidly than the general population.

The general causes of juvenile delinquency are found in the social conditions of the time. Youth are insecure, uncertain, of what is good or bad conduct. Society emphasizes money values. The home and the family life is becoming less important - divorce,remarriage. Automobiles provide easy movement. The Media often stress the thrills of crime. Moral values are not taught.

Children are not secure in their relations with their parents and other adults. They see a double standard.

It is not easy to say why certain children become problems; a lack of adjustment to society basic weaknesses in the child; the child's surroundings -- all contribute to the problem.

More than 2/3 of all young offenders are charged with repetitions of delinquency or criminal acts before their 20th birthday. Therefore, the future of any youth labeled delinquent be society seems bleak indeed unless we learn how to help him become a law-abiding, useful citizen.

What can be done to prevent juvenile delinquency?

The role of the school and the community is more important now than ever before. The schools need to keep the child in school and meet his needs. If he drops out, he often is unemployed. The community needs

to recognize the problems of youth; provide for recreational areas, encourage youngsters to play a larger role in community affairs, therefore creating a feeling of pride and responsibility.

The schools need to identify emotional problems, provide good models for the child to identify with, and identify delinquency prone students.

The problem is to guide youth through the difficult years during which the opportunities are greatest for getting into trouble. It will be important to develop in youngsters a sense of pride in one's self and a respect for law and authority.

SOURCES: Seagraves, Ray W. et. al. You can Change the Law, Belmont California: Fearon Publishers, 1973.
Van Dyke, Henry Thomas, Juvenile Delinquency. Lexington, Mass. Ginn and company, 1975.

Suggested Procedure:

Activities:

1. Discuss the procedures used in handling juveniles. Then role-play this.

2. Invite a juvenile probation officer to class to explain his or her job and answer the children's questions.

3. Read a story about a youthful offender. Ask why this child would act the way he did.

4. Discuss why juvenile offenders are not usually mentioned in the newspaper.

5. Use the book, Values Clarification by Sidney Simon, Leland Howe and Howard Kirschenbaum. Strategy #24 Alternative Action Search. page 200 Stories #1 and #3. Students consider alternatives for action. They give their beliefs, feelings and values related to each story. What would you do in this situation?

6. Consult local police department to find where juveniles are kept in custody if they are arrested.

7. Consult with the local juvenile court for procedures for granting probation to juvenile offenders.

8. Interview a juvenile court judge, probation officer, school personnel (principals), etc. about juvenile problems in this area.

VOCABULARY TO KNOW:

incorrigible: when a juvenile is beyond the control of parents or guardians

probation: person is free under supervision. It is not a pardon for an offender.

The first juvenile code of laws was drawn up in Illinois in 1899. Before then there were no detention centers or juvenile courts anywhere in the U.S. Any child who committed a crime could be sent to an adult prison.

Legal rights for persons accused of a crime were extended to juveniles in famous U.S. Supreme Court decision. The Court ruled in the case of Gerald Gault, a 15 year old boy who had been accused of making obscene phone calls. He had been judged guilty by a court in Arizona and sent to reform school. The Supreme Court's ruling established that juveniles who are arrested have some of the same rights under the Constitution as adults.

Write to a local court official to find out about juvenile court procedures in your state.

APPENDIX -
INSTRUCTIONAL RESOURCES

FILM BIBLIOGRAPHY

AM I DEPENDABLE?
MP1-4485 i color 11 min CORF70
Examines three open-ended situations in which dependability is important, and using good judgment.

APPLE, THE
MP1-3037 i color 6min MGHT69
Presents a fable about a rabbit, a crow and a porcupine who are taught by a bear the advantages of sharing an apple rather than fighting over it.

BILL OF RIGHTS IN ACTION - FREEDOM OF RELIGION
MP2-3248 ijs color 21min BFA69
Explores what happens if laws are broken or life is endangered through the free exercise of religion. Discusses the constitional issues involved in a transfusion case, and analyzes at what point the interest of society outweighs the individual's consitutional right to freedom of religion.

BILL OF RIGHTS IN ACTION -FREEDOM OF SPEECH
MP2-3249 ijs color 21min BFA68
Follows the case of an unpopular speaker who is convicted of disturbing the peace. Portrays the lawyers arguing the constitutional issues in a court of appeals. Stresses importance and complexity of the issues involved in free speech.

BILL OF RIGHTS IN ACTION - THE STORY OF A TRIAL
MP2-3272 ijs color 22min BFA66
Follows two young men accused of a misdemeanor from their arrest through their trial. Stresses importance of due process of law. A realistic introduction to the procedures which protect the rights of all citizens.

BOUNDARY LINES
MP1-0337 ijs color 12 min IFF47
A classic, award-winning film about bigotry and hate. Provides a hard look at the origin of these evils-the imaginary boundary lines men draw to divide themselves. Animated.

CITIES AND GOVERNMENT - GOVERNING OUR LOCAL COMMUNITY
MP1-0481 p color 9min MGHT 67
City dwellers influence their enivronment by seeking the help of their political representatives.

CITIES AND PROTECTIONS - PRCTECTING LIVES AND PROPERTY
MP1-0481 p color 8min MGHT67
Shows city agencies which protect life and property of city dwellers, Describe, Describes police, fireman, and health department employees.

CONGRESS THE (2nd Ed.)
MP2-0591 js b/w 20min EBEC61
Shows the powers and duties of Congress by tracing a bill from its origin, in the local community with a particular need, to its final vote in the Senate.

CONGRESSMAN AT WORK, THE
MP2-0592 s color 23min FI67
Examines the work of Congressman Olin Teague, pointing out the wide range of congressional work and the basic dilemma of pleasing constituents while serving the national interest.

DEPARTMENT OF JUSTICE, THE
MP2-0701 js b/w 15min MGHT63
Examines the seven main divisions in the Department of Justice. Concentrates specifically on the efforts of the Internal Security Division to successfully prosecute internal enemies of the U.S. The late Robert F. Kennedy serves as narrator.

EVERY HOUR . . . EVERY DAY
MP3-2286 ijs color 25min SPON71
A day in the life of a policeman, emphasizing his services to the community in addition to his law enforcement activities. Narrated by Danny Thomas.

EXPLORING COURTROOM, THE
MP3-0457 js color 22 min INTEXT 69
Details four courtroom dramas that attracted the attention of the world; the kidnapping and murder of the Lindbergh baby, confrontation of Alger Hiss by Whittaker Chambers; the court martial of General Billy Mitchell; the Scopes "Monkey Trial".

F.B.I. STORY, THE
MP3-0466 js b/w 26min MGHT57
Describes the history, personnel training methods, and laboratory techniques of the Federal Bureau of Investigation when it was under the leadership of J. Edgar Hoover. Shows how certain famous cases were solved.

FAIR PLAY
MP1-5064 i color 8 min SF71
Three open-ended episodes help children to see that the experiences of the playground are important social lessons. Sharing, kindness, and responsibility for each other's happiness and well-being are all elements of fair play.

FENCE, THE
MP1-0867 all color 7min BFA69
An animated allegory without narration which illustrates the consequences of an inconsiderate act when a man throws rubbish over the fence into his neighbor's yard.

FINDERS KEEPERS
MP1-4052 i color 8min SF71
Questions the moral values underlying the phrase "finders keepers" by showing an episode in which a young boy finds some money and is confronted with the choice of keeping it or trying to return it.

GOVERNOR
MP3-0569 js b/w 29min MGHT65
Acquaints students with the duties and responsibilities of a state governor and shows how democratic government on the state level is responsive to public needs.

GREAT RIGHTS, THE
MP2-1211 i color 14min MFI64
What would happen if the Bill of Rights disappeared from American life? In this animated fantasy, a child and her father, touring Washington, D.C. are confronted with the specific types of tyranny which would be their lot if their rights were withdrawn.

HUMANITIES - LAW - A SYSTEM OF ORDER
MP2-6604 js color 18min MGHT71
Traces the development of laws from the time when they were passed on by oral teaching to the time that they were written down to insure their permanence. Considers questions of international law as well.

JUSTICE UNDER THE LAW - THE GIDEON CASE
MP2-1588 js color 23min EBEC76
Shows the concept of justice in terms of the case of Gideon vs Wainwright (1963). Designed to encourage student inquiry and class discussion.

LATE FOR DINNER - WAS DAWN RIGHT
MP1-4499 pi color 8min EBEC70
Open-ended film helps children understand that conflicting feelings are both common and normal. Encourages them to relate their experiences to those in the film and helps them to find possible solutions.

MAGIC MOMENTS - CHOOSING UP
MP1-0465 pi color 6min EBEC69
In this episode we watch children choosing up for games in different ways. After the choice is made, the game itself is shown in speeded-up action.

MAGIC MOMENTS - GETTING ALONG
MP1-1035 pi color 2min EBEC69
An old gentleman smooths over a quarrel between playmates. The emphasis is on hands - placating hands and angry hands.

MAGIC MOMENTS - GETTING EVEN
MP1-1038 pi color 3min EBEC69
Provides an opportunity for children to talk about revenge - when it is justified and what are the results.

JUSTICE DOUGLAS - PART I
MP3-4311 js color 26min CAROUF72
A revealing interview between U.S. Supreme Court Justice William O. Douglas and Eric Sevareid, his friend of 25 years. Includes glimpses of judiciary procedures of the Court, anecdotes of personalities,and comments on many issues of today.

MS - THE STRUGGLE FOR WOMEN's RIGHTS
MP2-5841 ijs b/w 14min SPON72
Screen News Digest presents a pictorialcavalcade of the people, places, and events that have given impetus and leadership to the struggle for women's rights.

NATIONAL CITIZENSHIP TEST - PART 1
MP3-0942 js b/w 32min MGHT66
Provides a test on the structure of the federal government and the Bill of Rights.

NATIONAL CITIZENSHIP TEST - PART 2
MP2-1975 js b/w 19min MGHT66
Presents a test on the citizen's individual responsibilities.

NATIONAL PARKS - OUR AMERICAN HERITAGE
MP2-1967 ij color 17min BFA64
An overview of our National Park and Monument System, showing brief scenes from many of our parks. Develops understanding of work of government agencies concerned with establishing, administering, publicizing and caring for them.

NEIGHBORS
MP1-1844 ijs color 9min IFB52
Normal McLaren employs the principles normally used to put drawings or puppets into motion to animate live actors. The story is a simple parable about two people who come to blows over the possession of a flower.

ONLY BENJY KNOWS - SHOULD HE TELL?
MP1-4509 p color 4min EBEC70
An open-ended film desgined to help children-and teachers-arrive at some flexible standards for dealing with a troublesome problem.

OUR CITY GOVERNMENT
MP1-1911 pi color 10min EBEC65
Discusses the function of the persons and organizations making up the governing body of a typical American city.

OUR COMMUNITY
MP1 -1914 pi color 10min EBEC52
Illustrates important community functions and services. Depicts police and fire protection, health safeguards, and park and recreational facilities. Points out how members of the community are interdependent.

OUR STATE GOVERNMENT
MP2-2096 ij color 12min BFA67
Explains how the state legislature, the governor, and courts and all of the various departments work together to provide the people with a better place in which to live.

OUR COUNTRY"S FLAG
MP1-3059 ijs color 9min MGHT67
Traces history of the American flag, showing how the flag was selected and how stars were added to its design as new states came into being.

PEOPLE ARE DIFFERENT AND ALIKE
MP1-1993 pi color 11min COR67
Points out that it is easy to see the differences in people, but not as easy to determine the important ways in which people are alike.

PLAIN WHITE ENVELOPE, A
MP2-2219 i color 19min BFA65
Tells the story of a boy who, wanting very badly to win a spelling contest, accidentally finds an envelope with the contest words inside and faces the dilemma of whether to cheat or not.

POLICEMAN
MP1-4512 i color 10min ASPIV70
Exciting visuals document a day in the life of typical policeman. Good for either social studies or filmmaking courses.

RUBBISH, GARBAGE AND OTHER TRASH
MP2-6737 i color 18min COSTELL073
A film about trash collection and disposal which offers the basis for discussions about the community and social institutions, professions, health and hygiene, and ecology.

SCHOOLS AND RULES - RULES TO VIEW A ZOO BY
MP1-2279 p color 10min MGHT67
The importance of following rules is illustrated by what can happen when someone forgets the rules during a visit to the zoo.

SEARCHING FOR VALUES - MY COUNTRY - RIGHT OR WRONG?
MP2-6566 js color 15min LCA73
Specially edited from the feature motion picture "Summertree", with Jack Warden and Michael Douglas
Theme: Patriotism and personal values.

SEARCHING FOR VALUES - TROUBLE WITH THE LAW
MP2-6477 js color 16min LCA73
Specially edited from the feature motion picture "Pursuit of Happiness", with Michael Sarrazin and E. G. Marshall.
Theme: The laws or society; justice and the individual.

SERVANTS OF THE PEOPLE
MP ijs color 14min SPON74
Four members of the House of Representatives provide the Screen News Digest with an authentic and personal insight into the working of one of the most powerful legislative bodies in the world.

STATUE OF LIBERTY, THE
MP2-2729 i color 14min HANDEL65
A history teacher and his son visit the Statue of Liberty and learn its history and meaning.

TELEPHONE FOR HELP
MP1-2565 pi color 10min BFA68
Three situation in which children call for help are shown, involving the police, the firmen, and the telephone operator.

THIS CHILD IS RATED X - PART 1
MP2-6840 jst color 22min NBC71
This study of the abuse of children's rights and the inequities of juvenile justice focuses on two types: the child who has committed a child's crime such as truancy; and the child who has committed serious crime. These children often share the same dehumanizing facilities and sometimes emerge as hardened criminals.

THIS CHILD IS RATED X - PART 2
MP3-4287 jst color 30min NBC71
See Part 1 for description.

TRUE VALUES
MP3-1430 i color 10min SF71
Three open-minded episodes help children to look beyond the immediate situation, to understand the responsibility inherent in mutual trust. Faced with the opportunity to exploit the moment, to cheat a parent or a friend, the question of true values is raised.

UNITED STATES CONGRESS, THE - OF, BY AND FOR THE PEOPLE (2nd Ed.)
MP3-4163 js color 26min EBEC73
Surveys the development of the U.S. congressional system from earliest times to the present. Examines day-to-day work of a Congressman and a Senator Their numerous activities provide viewers with an understanding of the multitudinous responsibilities of these lawmakers.

UNITED STATE SUPREME COURT, THE GUARDIAN OF THE CONSTITUTION (2nd Ed.)
MP3-4700 js color 29min EBEC73
Combines historic and current footage to highlight the history and landmark cases of the Supreme Court, from its beginning in 1789 to the present. Three prominent authorities provide insights into the Court's continuing evolution: Judge Luther Youngdahl, Professor Gerald Gunther, and Seantor Hubert Humphrey.

UP IS DOWN
MP1-4518 all color 6min PFP
An animated fable about a boy who sees things differently. An important and effective statement about tolerance, conformity, and conflicts between man and society.

VALUES - BIKE
MP2-0280 p color 13min CF 69
Raises questions about using the property of others and responsibility for one's actions when plans go awry.

VALUES - CLUBHOUSE BOAT
MP2-0542 ij color 19min CF69
An unfinished story designed to give children practice in decision making. Presents the experiences of four boys in their efforts to raise money to buy and old boat for a clubhouse. Raises questions of honesty and loyalty to friends.

VALUES - LOST PUPPY
MP2-1753 p color 14 min CF69
An open minded film about a young girl's ressponsibility to obey her mother.

VALUES - PAPER DRIVE
MP2-2124 ij color 15min CF69
An unfinished story designed to give children practice in decision making. Presents the experience of a sixth grade class striving to win the prize in a school paper drive. Although they win, their teacher discovers their methods have involved cheating.

VALUES - TELLING THE TRUTH
MP1-2731 pi color 10min BFA69
A specific example of the consequences of telling the truth is graphically illustrated. Film ends with a classroom discussion for student opinion.

WHAT LIBERTY AND JUSTICE MEANS
MP1-2853 pi color 10min CF64
Shows that children may experience some kinds of liberty everyday, and may practice some kinds of justice. Demonstrates that each person's liberty is safe only if there is justice for all.

WHAT WILL TED DO? - UNFINISHED STORIES
MP1-4523 pi color 6min DOUBLE68
Part of a Guidance Series presenting school dilemmas encountered by children everyday. This one deals with making exaggerated claims and then deciding whether or not to tell truth.

AMERICA, I KNOW YOU
MP1-5620 pi color 5min Film Fair71
America is a collection of beliefs and happenings and circumstances, often conflicting, that need common understanding. Through historical stills, live action and joyous readings of the narration, the symbolisms in our national life provide a social cohesiveness and rallying point. Based on the book by Bill Martin, Jr.

BILL OF RIGHTS IN ACTION - FREEDOM OF THE PRESS
MP2-3887 ijs color 21min BFA73
Built around a case involving pertinent issues connected with the First Amednment and freedom of the press, this film leaves the ultimate answer up to the viewer.

BILL OF RIGHTS IN ACTION - WOMEN'S RIGHTS
MP2-7452 ijs color 23min BFA74
Through a hypothetical court case, questions are raised concerning the provisions of the Fourteenth Amendment to the Constitution regarding discrimination based on race or sex. As with other films in this series, the issue is left for the viewer to decide.

CHILDREN OF THE FIELDS
MP2-7710 ij color 20min Xerox
Ten year old Nana and her family work in the fields and move with the crops. The film follows them from Arizona to Texas and then to California as they harvest onions and apricots. Bound by strong family ties, children and parents work as a team...the tradition of the Chicano migrant family.

CONFLICT & AWARENESS - SOCIAL RESPONSIBILITY
MP2-7614 js color 27min CRM74
"It's My Hobby" dramatizes the dilemma of a young man who discovers that his best friend is dealing in drugs. Involves student in examining their own sense of social responsibility and in discovering their own positions and beliefs.

EYE OF THE STORM, THE
MP3-3937 all color 25min Xerox 70
An award-winning documentary recording Mrs. Jane Elliott's highly succesful attempts to introduce her third grade class in rural Iowa to the realities of prejudice. Color of eyes was the criterion of superiority and each child spent one day as oppressor and one day as opporessed. The results were striking.

FIRST FREEDOM, THE
MP2-7473 js color 21 min OXF73
Brings into focus the historic and important role the news media plays in America. The First Amendment guaranteeing Freedom of the Press is examined in depth. Examples of how the press operates on small town and national levels are shown as well as the motivations and bias of different segments. Compares American news media with that of other nations.

HOW ABOUT IT?
MP1-5174 pi color 7min AC172
A film about litter, with children showing what children can do. Shows the problem and positive action that can be taken. No narration and no preaching, but the message is clear.

JURY AND JUROR - FUNCTION AND RESPONSIBILITY
MP2-7605 js color 26min FilmFair74
Encourages acceptance of civic responsibility by explaining one of our basic governmental processes. Details a juror's experience from the time he is summoned to duty to the rendering of a verdict. Helps to orient young people now being called for jury duty at age 18.

VALUES - BEING FRIENDS
MP1-3939 i color 9min BFA70
Deals with the whole subject of friendship and the feelings involved.

VALUES - PLAYING FAIR
MP1-2730 pi color 10min BFA69
A class round table discussion lets students decide for themselves what playing fair really means.

VALUES - THE RIGHT THING TO DO
MP1-3940 i color 9min BFA70
Motivates discussion about the question of doing the right thing even though it means getting into trouble. Also deals with the question of who decides what the right thing is.

YOUR RIGHT TO A HEARING
MP1-5598 js color 10min FilmFair72
Presents selected situations relating to an individual's rights involved in conflicts with creditors.

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1155 East 60th St.
Chicago, Ill. 60637

1) Directory of Law - Related Educational Activities
2) Bibliography of Law - Related Curriculum Materials
3) Media: An Annotated Catalogue of Law - Related Audio-Visual Materials
4) Gaming - An Annotated Catalogue of Law - Related Games & Simulations
5) Help! What to Do, Where to Go?

MAGAZINES

Update (On Law - Related Education) Published by the American Bar Association. Special Committee on Youth Education for Citizenship. $5.00

The Bill of Rights In Action Quarterly. Pub. by the Constitutional Rights Foundation.
6310 San Vincente Blvd. Suite 402
Los Angeles, CA 90048
(4 issues - $4.00)

Law In American Society.
Published by the Law in American Society Foundation
33 North LaSalle Street Suite 1700
Chicago, Illinois 60602
(published 4 times a year)

CLASSROOM MATERIALS

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Santa Monica, California 90401

Law In Action Series by Linda Riekes and Salley Mate
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Mineola, N.Y. 11501

Check other Current Social Studies Catalogues.

SUGGESTED RESEARCH TOPICS

Bailiff
Common Law
Coroner
Crime
Judge
Lawyer
Trial by Combat
Trial by Ordeal
Civil Law
Court
Indictment
Law Enforcement
Prison
Marshal
Justice of the Peace
Juvenile Delinquency
Reformatory
Juvenile Court
Bar
Public Defender
Law
Due Process of Law
Citizenship
Hammurabi
Law of the Twelve Tables
Justinian Code
Ten Commandments
F.B.I.
Department of Justice
Jury
Grand Jury
Supreme Court
Chief Justice
Clerk of Courts
Sheriff
Alibi
Habeas Corpus
Evidence
Oath
Petition
Arson
Assault and Battery
Witness
Burglary
Kidnapping
Trespassing
Arrest
Shoplifting
Vandalism
Lie Detector
Police
Pardon
Capital Punishment
Fingerprinting
Sentence
Heir
Estate
Will
Next of Kin
Tort
Larceny

GUIDE TO REQUESTING COMMUNITY RESOURCE VISITATION

1. Make your request at least 10 days in advance.

2. The following background information may be valuable to the resource person:

   (a) Name of School

   (b) Grade Level

   (c) Number of Students

   (d) Character or nature of audience

   (e) Place to be held - physical conditions

   (f) Time and date

   (g) Length of Program

   (h) School Personnel responsible

   (i) Lesson Preparation for visit

      (1) Objectives for visitation

      (2) Topics or class activity to be pursued

3. Arrange time to meet and discuss immediately prior to the class session.

4. Request some sort of biographical sketch of guest.

5. Personalize and develop a friendship with the guest. They may be nervously anticipating the worst.

6. Follow up the visitation with at least a thank-you note.

7. Attitudinal tests before and after visitations are effective with students.